



Student Educational Equity Development Survey (SEED Survey)

District Test Coordinator **Updated: February 9, 2024**

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

Overview

The Student Educational Equity Development (SEED) Survey gathers information about the educational experiences of students in Oregon. This information helps the Oregon Department of Education (ODE) to develop appropriate and targeted resources and supports for districts in Oregon. Responses to this survey will also inform ODE research and provide key insights from students that schools and districts can leverage to improve local education experiences.

The SEED Survey gathers data from students statewide, in grades 3-11. The content of the survey varies by grade level. The survey measures student perceptions in four core constructs:

- **Access to learning resources**
- **Opportunity to learn**
- **Self-efficacy**
- **Sense of belonging**

The middle and high school versions of the survey also include questions pertaining to extracurricular engagement and career and technical education. High school versions of the survey further include questions around post-graduation planning. Starting with the survey for 4th graders, questions about the opportunity to learn about Native Americans in Oregon are included. A [full list of survey items](#) is available online.

The survey is available in multiple languages. For the 2023-2024 year, those languages are: English, Russian, Spanish, Vietnamese, Mandarin, and Cantonese. The same accessibility supports are available for the SEED survey as on statewide summative assessments.

Background

The SEED Survey was initially developed in 2020. The school closures during the beginning of the COVID pandemic made it difficult for educators to collect meaningful data about their students' educational experiences. The SEED Survey was intended, in part, to address that need. Additionally, it was part of Oregon's request to the US Department of Education to be exempted from statewide summative assessment in 2021. While that request was ultimately unsuccessful, the SEED Survey was still piloted as a means to collect student voice data. After the initial pilot in 2021, state-level data was published and districts who participated, received their district data as well. 2021 also brought updates to a few of the questions and some additional questions, which forms the SEED Survey in its current iteration.



The data from the extended pilot administration in 2022 was also published at the state level and sent to districts. In addition to the survey item data, an analysis of open-ended student responses was published, titled *In Their Own Words*. More recently, a brief titled *Student Sense of Belonging in Schools: Predictive Factors*, was published using data from the 2022 administration of the SEED Survey. 2023 brought improvements to our district reporting system, as we are now able to provide district level data in ODE's *Achievement Data Insight* (ADI) application. This integration allows us to get the SEED Survey data to districts in a timely manner, so that district can use this data to inform planning and local decision making. Lastly, House Bill 2656 was passed during the 2023 legislative session. Among other things, HB 2656 requires school districts to make the SEED Survey available to their students.

Guiding Principles

Additional versions of this guide may be released, addressing technical and implementation questions and needs as they arise. While detailed guidance may not yet be available for all areas of concern, these are the overarching guiding principles under which future direction and decisions will be made.

- Student voice. Every reasonable effort should be made to ensure that students have sufficient time to express their thoughts and fully respond to each item as they wish.
- Student privacy. Students should have a secure and private environment in which to respond to survey items, free from observation. Schools and districts should not attempt to capture individual student responses or identify individual students based on aggregated and suppressed response data.
- Student autonomy. Students should freely consent to participate in the survey and may be excused from the survey without penalty if they (or their parent/guardian) do not wish to participate. Students may also indicate that they do not consent when presented with the first survey item. The survey will end, and their school will not be able to tell whether they responded to any other items. Students may furthermore choose to skip any individual survey item, at any time, for any reason. When a student's consent to participate in the survey is unclear, ODE recommends that schools and districts use their judgment, but err on the side of excusing students from participation.
- Student safety. In rare cases, a student response to the survey will indicate that the student may be in crisis. The school or district will be notified of the crisis so that they may act to protect the student. This process is described in detail in the [Test Administration Manual](#) Section 2.6 and Appendix D.



Survey Design

The SEED Survey design is founded in current research and literature, as well as input from education and community partners.

The SEED Survey is composed of non-secure items that will be made publicly available each year prior to administration. Statewide summary results will be published by grade level in a comprehensive report that ODE will develop in the summer of 2024, based upon analysis of data from the 2023-2024 administration.

For more information about the survey design process, please see Appendix A for a description of the design approach and steps, examples of survey items and their corresponding construct, and a list of construct references.

Communication Toolkit

ODE will develop several additional resources to support districts in preparing parents, students, and staff for SEED administration, including the following:

- SEED Survey – *Elevating Student Voice* for general communications
- SEED Survey Administration Informational Webinar
- SEED Survey Administration Manual – for Test Administrators
- Parent Communication in English, Spanish, Vietnamese, Mandarin, Cantonese, Tagalog, Somali, Korean, Japanese, German, French, Arabic, Chuukese, and Russian
- SEED Items posted in English, Spanish, Vietnamese, Mandarin, Cantonese, and Russian
- Alt-SEED Survey items (English, Spanish, Russian)
- Practice SEED item interface to prepare students (English and Spanish)
- SEED Survey Specifications and Blueprint

Administration: Selecting the Survey Delivery Format

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 four methods.

- Assignment: The survey is delivered via a URL web address. The URL is generated by an authorized user (DTC, STC, or TA) and made available to students (via email, a learning management system, writing it on a white board, etc.). This survey session may be proctored by any staff member who has reviewed this manual and training module 9. Schools and districts with an easy way to distribute a URL may find Assignment the most convenient of the four methods.
- Secure Browser: The survey is delivered on site, via a test session in the Secure



Browser. Students use the Secure Browser and a test session ID to access the survey. This option requires a trained Test Administrator (TA) to proctor the survey session. Secure Browser may be useful for schools with no easy way to distribute a URL to students. Secure Browser mirrors how students access statewide assessments and may be familiar to, and work well for, younger students.

- Remote Test Session: The survey is delivered off site, via a URL and test session. The student accesses the survey with the URL and test session ID. This option requires a trained Test Administrator (TA) to remotely proctor the survey session. Remote Test Session may be helpful for remote or virtual students who would benefit from the supports provided through the remote testing platform.

- Alternate SEED Survey: The Alt SEED Survey is completed through the OR.K12test.com system. A Qualified Trainer or Qualified Assessor may complete the Alt SEED Survey based on their knowledge of the student’s education experience. If the educator who is most familiar with the student’s education experience is not a QT or QA, they may complete the paper/pencil version of the Alt SEED, available on the SEED Survey website, and have a QT or QA input the responses into the OR.K12test.com system.

A summary of the differences in these four administration methods:

Format	Who administers	Student access point	Notes
Assignment	Any educator	Web browser	Must be set up by someone with a TA, STC, or DTC account.
Secure Browser	Trainer Test Administrator	OSAS Secure Browser	Surveys begun via Secure Browser may be completed using Assignment
Remote Test Session	Trained Test Administrator	OSAS Secure Browser or Web browser	Surveys begun via Remote Test Session may be completed using Assignment
Alternate SEED Survey	Trained Qualified Assessor (QA)	OR.K12Test.com system	Pencil/paper version available



Training Requirements

Survey administrator training requirements depend on the method of survey administration. **Test security training is not required to administer the SEED Survey.**

Survey Delivery Format:

Training Requirements:

Assignment

- Review SEED Survey Administration Manual
- Complete ODE Training Module 9

Secure Browser

- Review SEED Survey Administration Manual
- Complete ODE Training Module 9
- Complete TA training requirements as outlined in the Test Administration Manual (TAM) section 1.5

Remote Test Session

- Review SEED Survey Administration Manual
- Complete ODE Training Module 9
- Complete ODE Training Module 10
- Complete Remote Proctoring Certification Course
- Complete TA training requirements as outlined in the Test Administration Manual (TAM) section 1.5

Alternate SEED Survey

- Review SEED Survey Administration Manual
- Complete QA training requirements as outlined in the Test Administration Manual (TAM) section 1.5

Purpose

Data from the survey will be used to support the following five purposes:

1. Honor the importance and necessity of incorporating student voice into the continuous improvement process for Oregon's public education systems
2. Provide Oregon districts with actionable data regarding investments and quality pedagogy that can be used to increase student group outcomes (e.g., academic achievement, graduation rates, post-secondary success)
3. Develop promising practices guidance regarding appropriate uses of SEED Survey data independently and in combination with comparison to summative assessment results
4. Expand reporting beyond outcomes to include information about investments and quality pedagogy that Oregon's education systems make in supporting students, their families, and the educators who serve them
5. Validate summative assessment approaches by reviewing SEED Survey results in comparison to summative results, reviewing expected and unexpected patterns in relationships



APPENDIX A

Survey Design 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 were 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 (Oregon students, educators, and community members)
- June-July, 2021 - Oregon Dept. of Ed. Office of Indian Education and WRAP
- August 2021-June 2022 - Oregon School Board of Education



Examples of each construct, along with the Likert response scales that apply, respectively, are provided below to support understanding:

Construct <i>(see reference list)</i>	Item Example(s)	Response Options
<p>Access to Learning Resources - Resources necessary to allow students to access instruction</p>	<p><i>Administered in Grades 3-11</i></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>No, not available; Yes, sometimes available; Yes, always available; Skip question</p>
<p>Opportunity to Learn - Student's exposure to classroom opportunities, activities, and specific content which facilitate learning</p>	<p><i>11th 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>Never; Rarely; Sometimes; Often; Skip question</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><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>Not sure; A little sure; Somewhat sure; Mostly sure; Very sure; Skip question</p>
<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></p> <p><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>Strongly disagree; Disagree; Agree; Strongly agree; Skip question</p>



<p>Well-Rounded Education - 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</i></p> <p><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? 	<p>Never; Once or twice this year; Once or twice a month; Once or twice a week; More than twice a week; Skip question</p>
<p>Career/Technical Education - The resources and opportunities available in schools that help students connect learning to careers, develop technical skills and knowledge, and prepare for post-secondary education and careers</p>	<p><i>Administered in Grades 6-11</i></p> <p><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. ● Speak with a counselor or teacher at your school about career opportunities. ● Use the internet to gather information about careers. 	<p>Never; Rarely; Sometimes; Often; Skip question</p>
<p>Extracurricular Engagement - 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></p> <p><i>Stem:</i> Think about the events and activities that take place at your school.</p> <p><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). 	<p>Strongly disagree; Disagree; Agree; Strongly agree; Skip question</p>



<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></p> <p><i>Stem:</i> Are you considering any of the following during the year after high school?</p> <p><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	<p>Definitely not; Probably not; Probably; Definitely; I don't know yet; Skip question</p>
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Opportunity to Learn

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