ELEVATING STUDENT VOICE
Student Educational Equity Development (SEED) Survey

Student Educational Equity Development (SEED) Survey

2024-2025 State Report

November 2025

OREGON DEPARTMENT OF EDUCATION

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Executive Summary

The Student Educational Equity Development (SEED) Survey is offered annually to all students in grades 3-11 across Oregon. An alternate version (Alt-SEED) is available for students who participate in alternate assessments. These surveys ask about students' schooling experiences and are meant to be used in tandem with other data to provide a holistic picture of public education systems in Oregon. 180,076 students (47% of all eligible students) participated in the 2024-2025 SEED Survey. Over 2,700 students were included in the Alt-SEED Survey. Key findings include:

Access to Learning Resources

The learning resources that students had the most access to were: school supplies (99%); desk, table, or flat writing surface (97%); books from the class library, school library, or public library (96%); textbook, workbook, or other things provided by the school (97%); and internet connection or Wi-Fi (95%). Students had the least access to tutoring or extra help not provided by the school (69%) and a tablet (46%). Students' access to tutoring increased across grades.

Sense of Belonging

Social Identity: Most 3rd-11th graders shared that they 'Never' or 'Rarely' saw people like them and their family in their class readings, materials, tests, and assignments (52-67%). High schoolers reported greater exposure to inclusive class materials than elementary and middle schoolers.

Comfortable at School: Most 3rd-11th graders liked school, felt welcome at school, and had positive relationships with peers and staff (61-95%). Elementary schoolers reported liking school more than middle and high schoolers.

Opportunity to Learn[1]

English Language Arts: Most 6th and 9th graders shared that they 'Sometimes' or 'Often' worked in groups and had class discussions about something they read in English Language Arts (85-89%). Students in 9th grade had these opportunities slightly more than students in 6th grade.

Mathematics: Most 4th, 7th, and 10th graders said that they 'Sometimes' or 'Often' used different ways to show their thinking, got help when they needed it, and did group work in their math classes (81%-88%). Elementary schoolers said that they used different ways to show their thinking more frequently than middle or high schoolers.

Science: Most 8th and 11th graders said that they 'Sometimes' or 'Often' used math equations to explain or support scientific conclusions, used evidence from experiments to explain why something happens, and used tables and graphs to identify relationships between variables in their science classes (74-91%). 11th graders had these opportunities more than 8th graders.

Tribal History/Shared History: The majority of 4th-11th graders felt positively about their knowledge of and schooling around Native Americans in Oregon (61-73%). Students in 4th, 5th, 6th, and 8th grade reported learning about Native Americans in Oregon at school more frequently than students in 7th, 9th, 10th, and 11th grade.

[1] Subject areas and items vary by grade level.

Self-Efficacy[2]

English Language Arts: Most 3rd, 6th, and 9th graders felt confident that they could figure out the main idea of a text, explain the meaning of something they read, and figure out the meaning of a word they didn't know by using other words in a text (78-84%). Students in 6th and 9th grade felt more confident in these skills than students in 3rd grade.

Mathematics: Most 7th and 10th graders felt confident that they could find the price of a $12 item that is discounted by 25%, and that they could create an expression that represents the average number of miles they run in a week if they run 100 miles in *w* weeks (78-79%). 10th graders felt slightly more confident in these skills than 7th graders.

Science: Most 8th and 11th graders felt confident that they could decide what tool to use to measure wind speed, describe how the length of a vibrating string affects the sound it makes, and design an experiment to show how sunlight affects the growth of a plant (53-76%). There was very little variation in students' confidence by grade.

Independence (Alt-SEED students only)

Most students in 3rd-11th grade displayed progressing or sufficient independent functioning skills of feeding and safe eating, completing class routines, and self-advocacy (65-90%). 48% of students were progressing or sufficient in meal planning and preparation.

Post-Graduation Planning

Most 9th-11th graders were considering a 4-year college/university (67%). Between 38-44% of students were considering a 2-year college/community college, a career/technical/trade school, or an apprenticeship/internship.

Extracurricular Engagement

Most 6th-11th graders had opportunities to be involved in extracurriculars and were involved in extracurriculars in some capacity (55-86%). Highschoolers reported having more opportunities to create clubs, schedule activities, and plan events than middle schoolers.

Career Connected Learning

Most 6th-11th graders said that they 'Sometimes' or 'Often' used the internet to gather information about careers (73%) and connected what they were learning to potential career opportunities (72%). Most students said that they 'Never' or 'Rarely' spoke with an adult at school about career opportunities (54%). High schoolers reported speaking with an adult at school about career opportunities more frequently than middle schoolers.

Well-Rounded Education

Most 7th-11th graders had access to and were taking courses that were interesting to them and aligned with their future goals (70-79%). High schoolers reported taking classes that aligned with their interests more than middle schoolers.

[2] Subject areas and items vary by grade level.

Introduction

The Student Educational Equity Development (SEED) Survey is administered annually to students in grades 3-11 across Oregon. The survey centers student voice by asking students to share about their schooling experiences. This information helps the Oregon Department of Education (ODE) better identify students' needs and informs the development of resources designed to improve students' social, emotional, and academic wellbeing. This report summarizes the item-level results of the 2024-2025 SEED Survey.

Background

Prior to the SEED Survey, the main types of student data ODE collected were administrative (e.g., attendance, graduation) or were in the form of end-of-year test scores (e.g., English Language Arts, Mathematics, Science). While useful, the existing data did not capture the context of students' experiences, such as their sense of belonging or the opportunities available to them at school. Without this information, it was difficult to identify which levers education systems could focus their efforts on in order to improve student outcomes. ODE developed the SEED Survey in 2020 and pilot tested it during 2021, 2022, and 2023. The 2024 school year was the first fully operational year for the SEED Survey. The 2025 school year is the second operational year.

Oregon Initiatives

The SEED Survey aligns with and supports several Oregon initiatives:

1. Oregon's Student Success Act: ODE's grant program geared toward improving access and opportunities for students, with a focus on students who have been historically underserved in the education system.
2. Oregon's Early Literacy Framework: ODE's plan for comprehensive literacy instruction in elementary classrooms.
3. Oregon's Reimagined Accountability Framework: ODE's education accountability system, which focusses on creating the conditions necessary for student success.

Data Justice

The SEED Survey also aligns with ODE's commitment to data justice.[3] A data justice approach to research and assessment:

- Values a range of sources of data
- Honors community knowledge and shares power with community members
- Recognizes and tends to complexity
- Is contextualized
- Makes community needs, challenges, strengths, and inequities visible

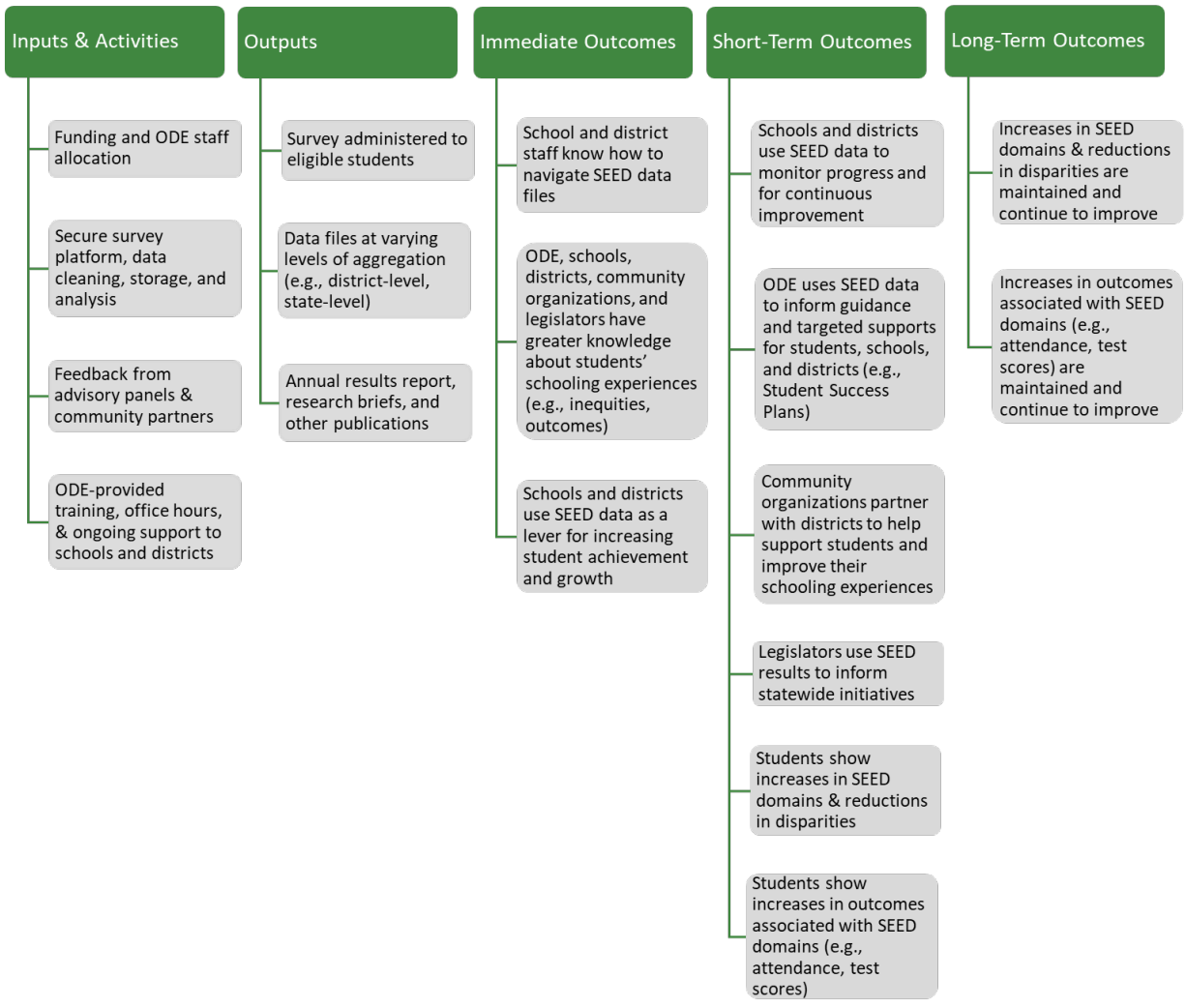
[3] To learn more about data justice, please explore resources from the Coalition of Communities of Color.

- Uses data to promote lasting change in policies, practices, and procedures

Logic Model

The SEED logic model outlines how the survey should lead to systemic change. The components are:

1. **Inputs and Activities**: Resources for the survey and actions related to survey implementation
2. **Outputs**: The results of the activities related to the survey
3. **Outcomes**: The expected immediate (0-6 months after release of data), short-term (6 months to 3 years after release of data), and long-term impacts of the survey (3+ years after release of data)



Survey Domains

SEED

The SEED Survey includes eight domains: four that are covered in some capacity at every grade and four that are covered in specific grades.[4] Some domains are parsed into smaller areas.

Domains Present in Every Grade

1. **Access to Learning Resources:** Students' access to technology and other educational tools, materials, or supports.
2. **Sense of Belonging:** How students feel welcomed, valued, cared for, and respected at school.
    a. Social Identity: How students' identities and communities are represented in school (e.g., materials, lessons).
    b. Comfortable at School: Students' social and emotional connection to school.
3. **Opportunity to Learn:** Students' learning experiences within the classroom in relation to specific subjects or content areas.
    a. English Language Arts: Students' English Language Arts learning experiences.
    b. Mathematics: Students' Mathematics learning experiences.
    c. Science: Students' Science learning experiences.
    d. Tribal History / Shared History: Students' learning experiences, knowledge of, and beliefs about the tribes in Oregon.
4. **Self-Efficacy:** Students' sense of confidence in their academic skills and abilities.
    a. English Language Arts: Students' confidence in their English Language Arts skills.
    b. Mathematics: Students' confidence in their Mathematics skills.
    c. Science: Students' confidence in their Science skills.

Domains Present in Specific Grades

1. **Post-Graduation Planning**: Students' educational, career, and other life plans after graduation.
2. **Extracurricular Engagement**: Students' participation in extracurriculars and the extracurricular opportunities available to them.
3. **Career Connected Learning:** How students have been taught about future careers and the opportunities they have been given to explore and prepare for their future career.
4. **Well-Rounded Education:** Students' access to classes from a wide variety of disciplines (e.g., the arts, music, physical education), as well as classes that are interesting to them.

Alt-SEED

The Alt-SEED Survey is available for students who participate in the alternate assessment (i.e., students with significant cognitive disabilities).[5] Alt-SEED includes four domains, which are covered at every grade. Some domains are parsed into smaller areas.

[4] For more information about which domains and areas are included for which grades, please see SEED Domains and Sample Items.

[5] *Statewide alternate assessment: Decision making guidance.* (2024, August 7). Oregon Department of Education. Retrieved October 29, 2024 from https://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Documents/orextassessguidance.pdf

Domains Present in Every Grade

1. **Access to Learning Resources:** Students' access to technology and other educational tools, materials, or supports.
2. **Sense of Belonging:** Students' involvement in social and community activities.
   Note. The Alt-SEED and SEED operationalize Sense of Belonging differently.
3. **Opportunity to Learn:** Students' learning experiences within the classroom in relation to specific subjects or content areas.
   a. English Language Arts: Students' English Language Arts learning experiences.
   b. Mathematics: Students' Mathematics learning experiences.
   c. Science: Students' Science learning experiences.
4. **Independence:** Students' development of skills relevant to independent functioning.

Survey Administration

SEED

School districts are responsible for administering the survey to eligible students. Prior to administering the survey, they provide parents/guardians with the opportunity to decline participation on behalf of their student. Students are similarly given the opportunity to provide assent to the survey overall, and to skip any item they do not feel comfortable responding to. The survey takes about 20 minutes to complete and can be taken online, either via a web browser or through the Oregon Statewide Assessment System (OSAS) secure browser. It was available in the following languages: Cantonese, English, Mandarin, Russian, Spanish, and Vietnamese. Students were given the SEED Survey in the Spring of 2025 during the school day.

Alt-SEED

School districts are also responsible for administering Alt-SEED and providing parents/guardians with an option to decline participation on behalf of their student. The survey takes about 20 minutes to complete and can be taken either online through the OR.K12Test.com system or through a paper and pencil version. It was available in three languages: English, Russian, and Spanish. The Alt-SEED is an educator-report survey. Districts had educators who were most familiar with students' educational experience complete the survey in the Spring of 2025 during the school day.

Survey Data Files

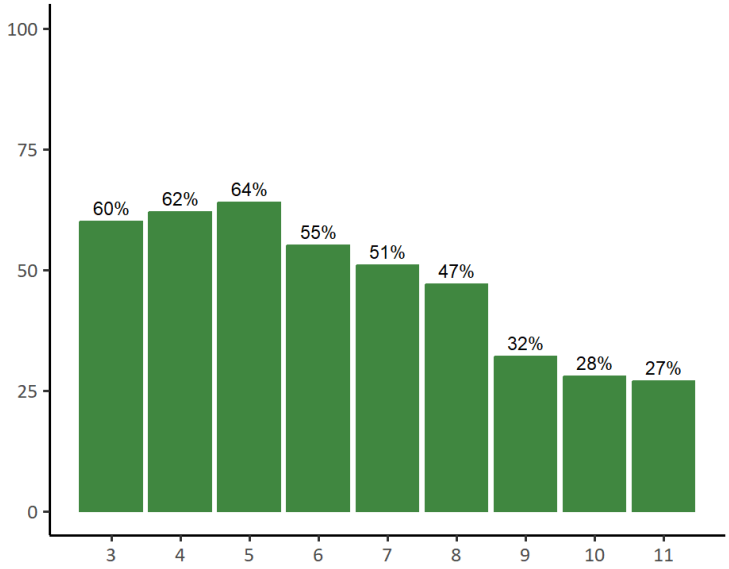
Aggregated and suppressed data are publicly available on the SEED webpage in the following formats:

- **State Level SEED Survey Response Summary Data:** Counts and percents of students' responses to the SEED Survey for the state overall, by item and grade.
- **State Level Alternate SEED Survey Response Summary Data**: Counts and percents of educators' responses to the Alt-SEED Survey for the state overall, by item and grade.
- **ESD Boundary Level SEED Survey Response Summary Data:** Counts and percents of students' responses to the SEED Survey for each Education Service District, by item and grade.
- **State Level SEED Survey Domain Score Data**: Domain scores for the SEED Survey that are parsed by student group and grade.
- **ESD Boundary Level SEED Survey Domain Score Data:** Domain scores for the SEED Survey that are parsed by Education Service District, student group, and grade.
- **District Level SEED Survey Domain Score Data**: Domain scores for the SEED Survey that are parsed by district, student group, and grade.

Participation

SEED

A total of 180,076 students took the SEED Survey during the 2024-2025 administration, representing 47% of all eligible students.[6]



SEED Participation by Grade[7]

Students who had the highest participation in SEED, by grade were:

- Elementary schoolers (60-64% of eligible students), then
- Middle schoolers (47-55% of eligible students), then
- High schoolers (27-32% of eligible students)

Student Characteristics

Students who participated in SEED were demographically similar to the overall composition of students in Oregon.

- An equal percentage of females and males took SEED; <1% had a non-binary (X) sex-gender marker[8]
- Most students were white (58%), followed by Hispanic/Latino/a/x (26%), Multiracial (8%), Asian (5%), Black/African American (2%), American Indian/Alaska Native (1%), and Native Hawaiian/Pacific Islander (1%)
- 15% were English Learners
- 14% had Individual Education Plans (IEPs)
- 30% were Experiencing Poverty[9]
- 3% were Experiencing Homelessness
- 2% were Recent Arrivers
- 1% were in Foster Care

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[6] Nonparticipation can occur because of the following: 1) parents or guardians declined survey participation on behalf of their students, 2) students declined to participate, or 3) students were not provided an opportunity to participate. Participation numbers are calculated based on students who were enrolled on the first school day in May 2025.

[7] Percentages are calculated based on the number of students who took the SEED Survey divided by the number of students who were eligible to take SEED in each grade.

[8] Current enrollment data may vastly underestimate the gender diversity of Oregon's students. For more information, please see the Oregon Statewide Report Card and ODE's Supporting Gender Expansive Students Guidance.

[9] Students Experiencing Poverty includes students that meet any of the following criteria: received Supplemental Nutrition Assistance (SNAP) or Temporary Assistance for Needy Families (TANF) [data delivered to ODE from the Oregon Department of Human Services (ODHS)]; were in foster care [data delivered to ODE from ODHS]; experienced houselessness [as defined and reported in the McKinney-Vento data collection]; received Migrant Education services [as reported in the Oregon Migrant Student Information System (OMSIS)].

	Number	SEED (%)	Oregon (%)
Sex-Gender Marker			
Female	89,920	50%	48%
Male	*	50%	51%
Non-Binary (X)	*	<1%	<1%
Race/Ethnicity			
American Indian/Alaska Native	1,554	1%	1%
Asian	8,665	5%	4%
Black/African American	3,761	2%	3%
Hispanic/Latino/a/x	45,995	26%	27%
Multiracial	13,855	8%	8%
Native Hawaiian/Pacific Islander	1,380	1%	1%
White	104,866	58%	57%
English Learner	27,174	15%	15%
IEP	24,424	14%	17%
Experiencing Poverty	54,542	30%	33%
In Migrant Education	3,547	2%	2%
Experiencing Homelessness	5,179	3%	3%
Recent Arriver	3,579	2%	2%
In Foster Care	821	1%	1%

Note. Percentages may not sum to 100 due to rounding. Counts associated with percents <1 are suppressed. Complementary suppression was applied.

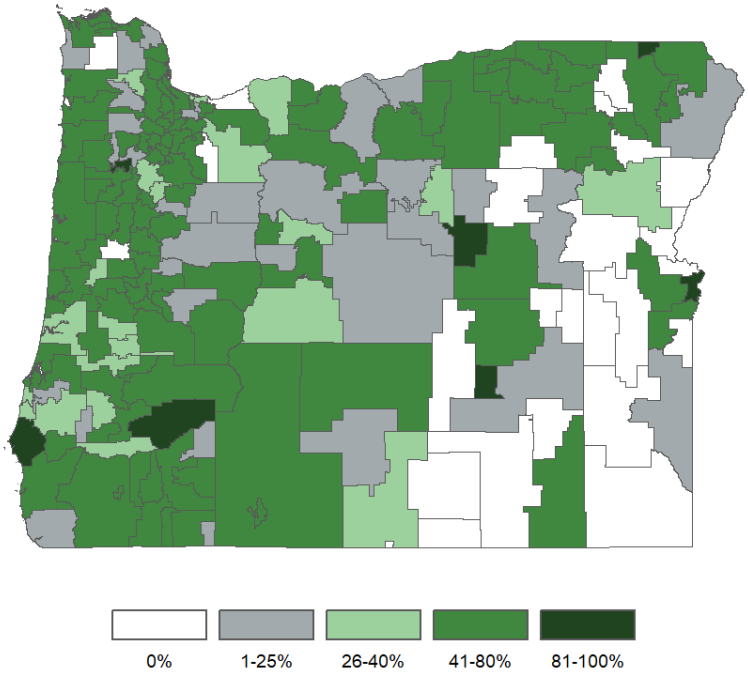
SEED District Representation[10]

Overall, 88% of districts in Oregon are represented by SEED data for this year. Some districts are better represented in the data than others due to higher levels of participation.

- 1-25% of eligible students participated in 17% of districts.
- 26-40% of eligible students participated in 11% of districts.
- 41-80% of eligible students participated in 56% of districts.
- 81-100% of eligible students participated in 4% of districts.

Oregon appreciates the efforts of all school districts to ensure that all eligible students have an opportunity to participate in SEED and contribute their voices to a statewide understanding of student perceptions and experiences.

[10] Detailed information about district representation can be found in the 2024-2025 State Level SEED Survey Response Summary Data on the SEED webpage.



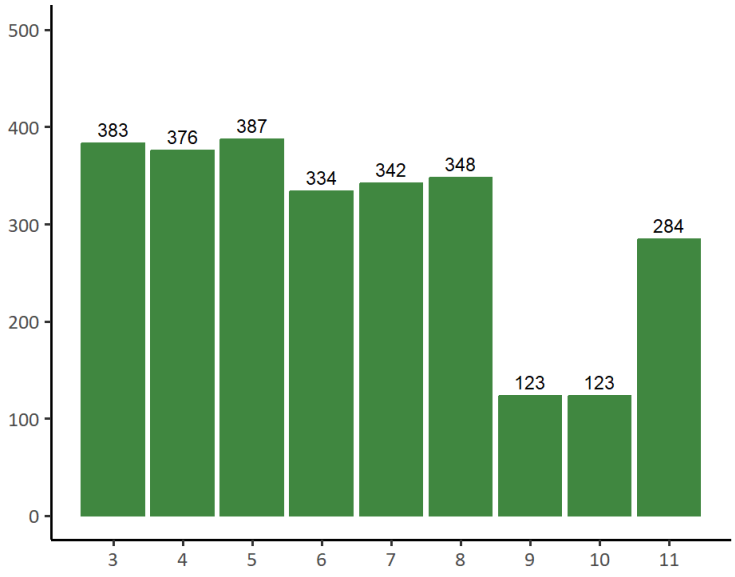
Alt-SEED

A total of 2,700 students were included in the Alt-SEED Survey during the 2024-2025 administration.[11]

Alt-SEED Participation by Grade

Students who had the highest participation in Alt-SEED, by grade were:

- Elementary school students (376-387 students), then
- Middle school students (334-348 students), then
- High school students (123-284 students)



[11] Nonparticipation occurs because of the following: 1) parents or guardians declined survey participation on behalf of their students, or 2) students were not provided an opportunity to be included in the survey. Participation numbers are calculated based on students who were enrolled on the first school day in May 2025.

Student Characteristics

Alt-SEED students were demographically similar to the overall composition of students who took the alternate statewide assessment.

- More males (67%) than females (33%) were included; <1% had a non-binary (X) sex-gender marker
- Approximately half of the students were white (49%), followed by Hispanic/Latino/a/x (31%), Multiracial (7%), Asian (6%), Black/African American (4%), Native Hawaiian/Pacific Islander (2%), and American Indian/Alaska Native (1%)
- 21% were English Learners
- 45% were Experiencing Poverty[12]
- 2% were in Migrant Education
- 5% were Experiencing Homelessness
- 1% were Recent Arrivers
- 2% were in Foster Care

	Number	Alt-SEED (%)	Alternate Assessment (%)
Gender			
Female	*	33%	32%
Male	1,821	67%	68%
Non-Binary (X)	*	<1%	<1%
Race/Ethnicity			
American Indian/Alaska Native	29	1%	1%
Asian	150	6%	6%
Black/African American	120	4%	4%
Hispanic/Latino/a/x	840	31%	31%
Multiracial	187	7%	7%
Native Hawaiian/Pacific Islander	44	2%	2%
White	1,330	49%	49%
English Learner	568	21%	19%
Experiencing Poverty	1,202	45%	46%
In Migrant Education	41	2%	2%
Experiencing Homelessness	124	5%	5%
Recent Arriver	34	1%	1%
In Foster Care	54	2%	2%

Note. Percentages may not sum to 100 due to rounding. Counts associated with percents <1 are suppressed. Complementary suppression was applied.

[12] Students Experiencing Poverty includes students that meet any of the following criteria: received Supplemental Nutrition Assistance (SNAP) or Temporary Assistance for Needy Families (TANF) [data delivered to ODE from the Oregon Department of Human Services (ODHS)]; were in foster care [data delivered to ODE from ODHS]; experienced houselessness [as defined and reported in the McKinney-Vento data collection]; received Migrant Education services [as reported in the Oregon Migrant Student Information System (OMSIS)].

Survey Findings

Access to Learning Resources

Definition: Students' access to technology and other educational tools, materials, or supports. Some learning resources are highly tangible (e.g., computers, textbooks) and others are nonmaterial or environmental (e.g., tutoring, having a quiet place to study).

What Does the Research Say?

Students who have more learning resources available to them also have higher reading, language, math, and science skills.[13] Learning resources may enable students to practice their academic skills more effectively and regularly.

SEED Results[14]

The learning resources that students had the most access to were: school supplies (99%); desk, table, or flat writing surface (97%); books from the class library, school library, or public library (96%); textbook, workbook, or other things provided by the school (97%); and internet connection or Wi-Fi (95%). Students had the least access to tutoring or extra help not provided by the school (69%) and a tablet (46%). Students' access to tutoring increased across grades.

Student Voice Spotlight

"[I would like to be] able to take home a Chromebook. I struggle with doing my schoolwork because its online, so I tend to do lots of schoolwork on my phone which is hard. I think this would help students get homework done and improve the grades at our school."

-Oregon Student, 2024-2025

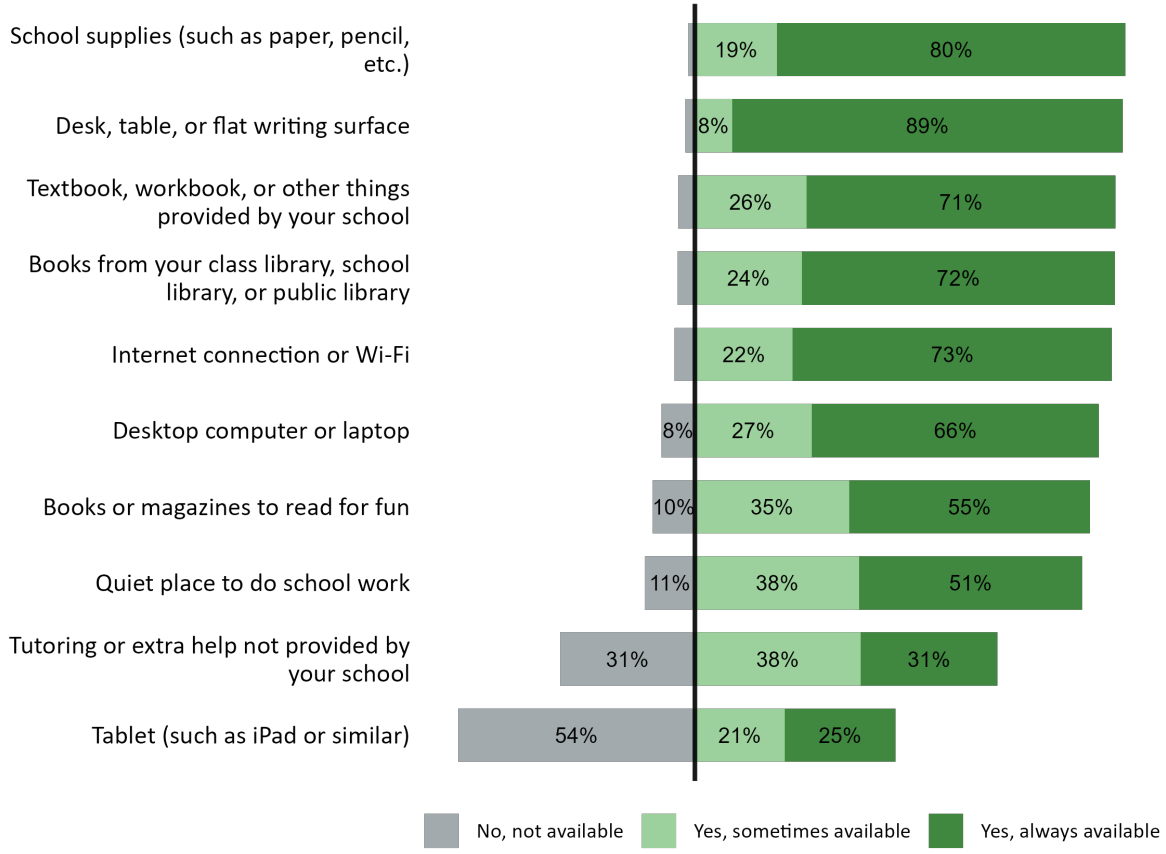
[13] Dimosthenous, A., Kyriakides, L., & Panayiotou, A. (2019). Short- and long-term effects of the home learning environment and teachers on student achievement in mathematics: A longitudinal study. *School Effectiveness and School Improvement*, *31*(1), 50–79. https://doi.org/10.1080/09243453.2019.1642212

Galindo, C., & Sonnenschein, S. (2015). Decreasing the SES math achievement gap: Initial math proficiency and home learning environments. *Contemporary Educational Psychology, 43*, 25-38. https://doi.org/10.1016/j.cedpsych.2015.08.003

Marks, G. N., Cresswell, J., & Ainley, J. (2006). Explaining socioeconomic inequalities in student achievement: The role of home and school factors. *Educational Research and Evaluation*, *12*(2), 105–128. https://doi.org/10.1080/13803610600587040

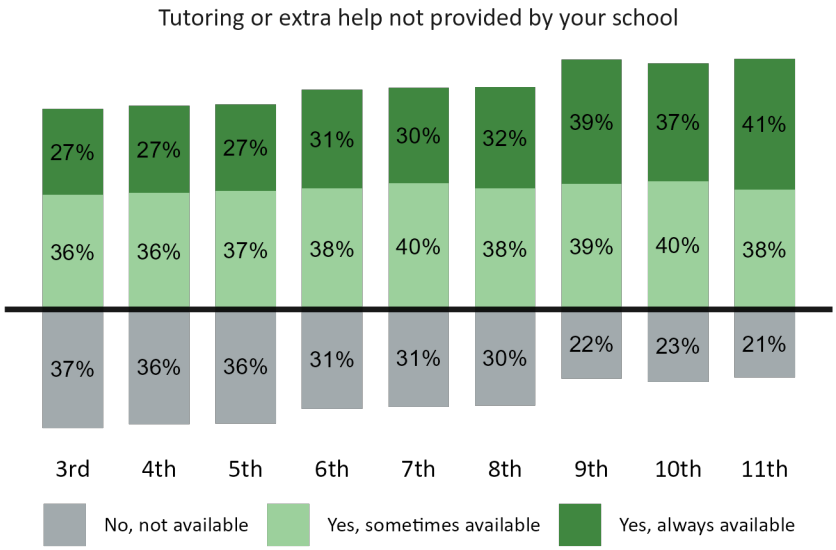
[14] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 1: Student Access to Learning Resources 2024-2025 (Grades 3-11)



Note. Percents <5 are unlabeled

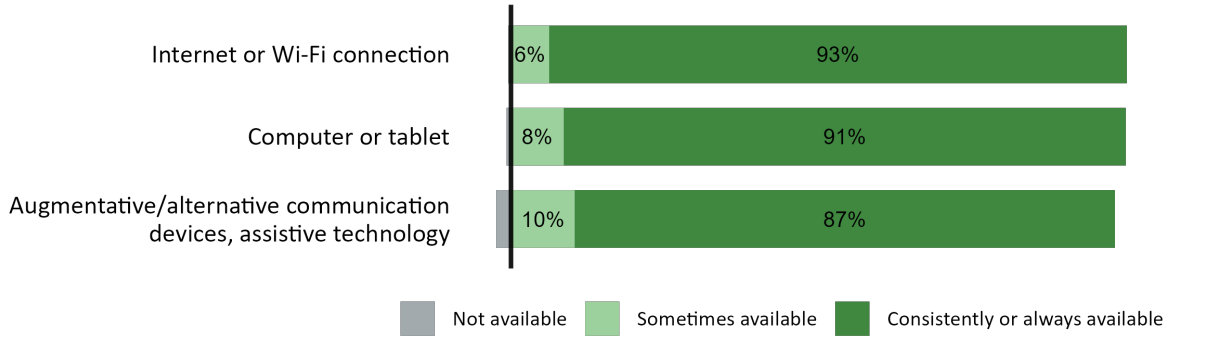
Figure 2: Student Access to Tutoring 2024-2025 by Grade



Alt-SEED Results[15]

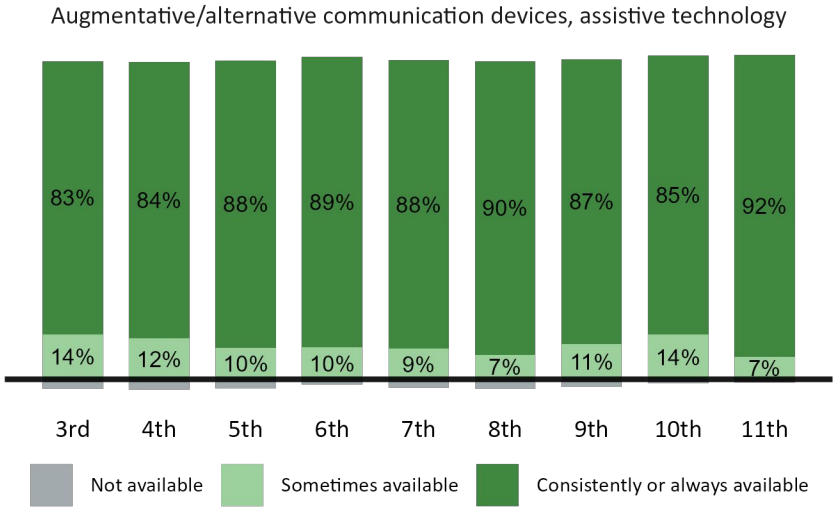
The large majority of 3rd-11th graders had access to the internet, a computer or tablet, and assistive technology (97-99%). Students' access to assistive technology slightly increased across grades.

Figure 3: Alt-SEED Student Access to Learning Resources 2024-2025 (Grades 3-11)



Note. Percents <5 are unlabeled

Figure 4: Alt-SEED Student Access to Assistive Technology 2024-2025 by Grade



Note. Percents <5 are unlabeled

[15] Percentages exclude respondents who skipped the item or indicated that the item was not applicable. Percentages may not sum to 100 due to rounding.

Sense of Belonging

Definition: How students feel welcomed, valued, cared for, and respected at school.

ODE's Accountability Framework specifies Belonging as a key lever for impacting student outcomes. The SEED Survey parses this domain into two areas: 1) Social Identity and 2) Comfortable at School.

Social Identity

Definition: How students' identities and communities are represented in school. Positive and nuanced representation occurs through the consistent use of inclusive and culturally responsive class materials, assignments, and lessons.

What Does the Research Say?

Inclusive and culturally responsive teaching practices support students' academic wellbeing.[16] Representation can help students feel connected to academic content and sends a message to students that their communities and lived experiences are valued.

SEED Results[17]

Most 3rd-11th graders indicated that they 'Never' or 'Rarely' saw people like them and their family in their class readings, materials, tests, and assignments (52-67%). High schoolers reported greater exposure to inclusive class materials than elementary and middle schoolers.

Student Voice Spotlight

"There's a handful of Black students [at my school] and I am one of them. I just wish there was more cultural awareness, appreciation, and things of that matter for everyone. I feel very unwelcome sometimes. This would change other students' experience by creating a more inviting environment for all students so everyone can feel like they belong and are safe in school."
-Oreaon Student. 2024-2025

[16] Christ, T., Chiu, M. M., Rider, S., Kitson, D., Hanser, K., McConnell, E., … Mayernik, H. (2018). Cultural relevance and informal reading inventory performance: African-American primary and middle school students. *Literacy Research and Instruction*, *57*(2), 117–134. https://doi.org/10.1080/19388071.2018.1424274

Saleem, F., Legette, K., & Byrd, C. (2022). Examining school ethnic-racial socialization in the link between race-related stress and academic well-being among African American and Latinx adolescents. *Journal of School Psychology, 91*, 97-111. https://doi.org/10.1016/j.jsp.2022.01.001

Toro, J., & Wang, M. (2020). School cultural socialization and academic performance: Examining ethnic-racial identity development as a mediator among African American adolescents. *Child Development, 92(4)*, 1458-1475. https://doi.org/10.1111/cdev.13467

Wang, M., Henry, D., & Toro, J. (2022). Do Black and white students benefit from racial socialization? School racial socialization, school climate, and youth academic performance during early adolescence. *American Educational Research Journal, 60(2),* 405-444. https://doi.org/10.3102/00028312221134771

[17] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 5: Student Sense of Belonging – Social Identity 2024-2025 (Grades 3-11)

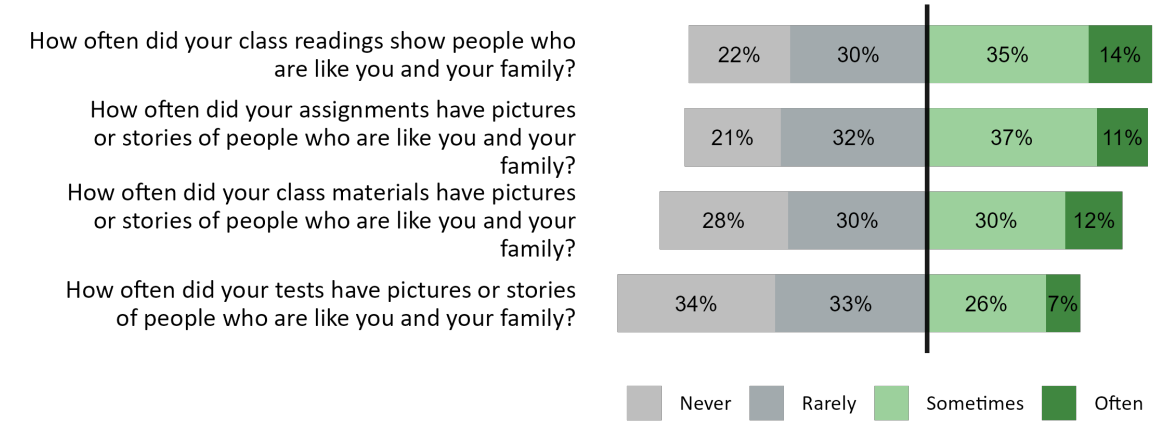
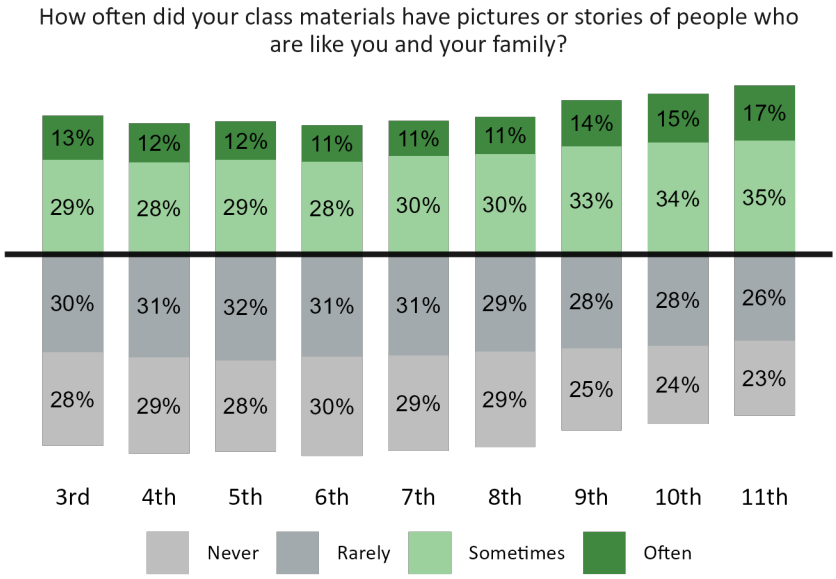


Figure 6: Student Access to Representative Class Materials 2024-2025 by Grade



Comfortable at School

Definition: Students' social and emotional connection to school. Social connections include positive relationships with teachers, staff, and other students. Emotional connections include positive beliefs and perceptions about school.

What Does the Research Say?

Students who feel more connected to school have higher attendance, higher test scores, and are more likely to be on-track for graduation.[18] Social connection (and exclusion) can impact students' cognitive development and executive function.[19]

SEED Results[20]

Most 3rd-11th graders liked school, felt welcome at school, and had positive relationships with peers and staff (61-95%). Elementary schoolers reported liking school more than middle and high schoolers.

Student Voice Spotlight

"So far, I have liked my school experience. Whenever I walk into school, I feel safe and I feel like the decisions being made for the students have been made with a better future for us in mind."

-Oregon Student, 2024-2025

[18] Jacoby, I. (2023, October). Student sense of belonging in schools: Connection to outcomes. https://www.oregon.gov/ode/educator-resources/assessment/Documents/SenseofBelongingOutcomes.pdf

Korpershoek, H., Canrinus, E. T., Fokkens-Bruinsma, M., & de Boer, H. (2019). The relationships between school belonging and students' motivational, social-emotional, behavioural, and academic outcomes in secondary education: A meta-analytic review. *Research Papers in Education*, *35*(6), 641–680. https://doi.org/10.1080/02671522.2019.1615116

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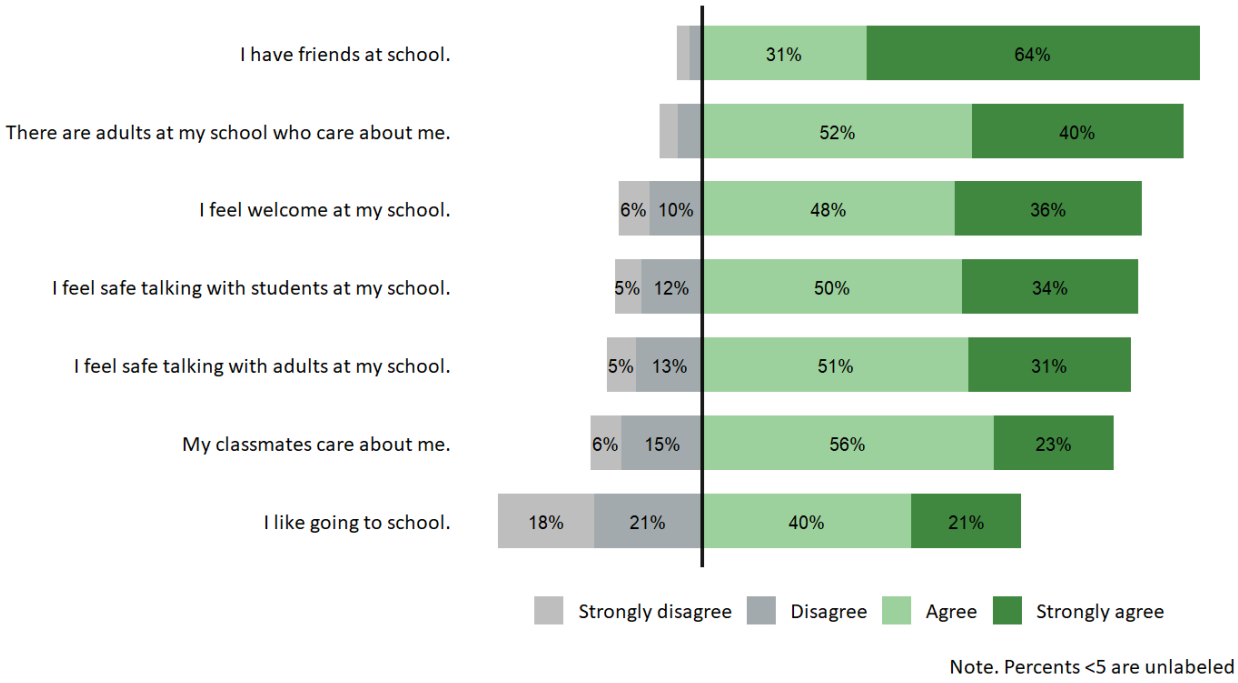
Wormington, S., Anderson, K., Schneider, A., Tomlinson, K., & Brown, S. (2016). Peer victimization and adolescent adjustment: Does school belonging matter? *Journal of School Violence, 15(1),* 1-21. https://doi.org/10.1080/15388220.2014.922472

[19] Dixson, D. D., & Scalcucci, S. G. (2021). Psychosocial perceptions and executive functioning: Hope and school belonging predict students' executive functioning. *Psychology in the schools, 58*(5), 853-872. https://doi.org/10.1002/pits.22475

Raufelder, D., Neumann, N., Domin, M., Lorenz, R. C., Gleich, T., Golde, S., ... & Hoferichter, F. (2021). Do belonging and social exclusion at school affect structural brain development during adolescence?. *Child development*, *92*(6), 2213-2223. https://doi.org/10.1111/cdev.13613

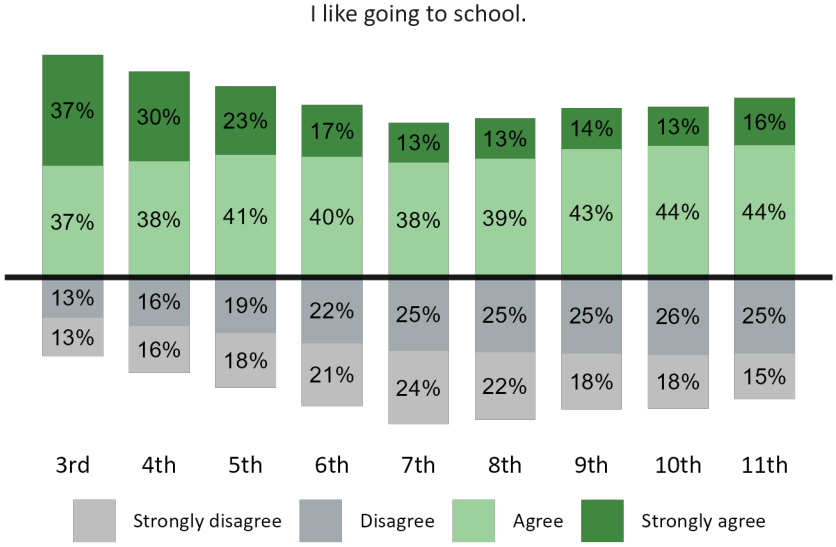
[20] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 7: Student Sense of Belonging – Comfortable at School 2024-2025 (Grades 3-11)



Note. Percents <5 are unlabeled

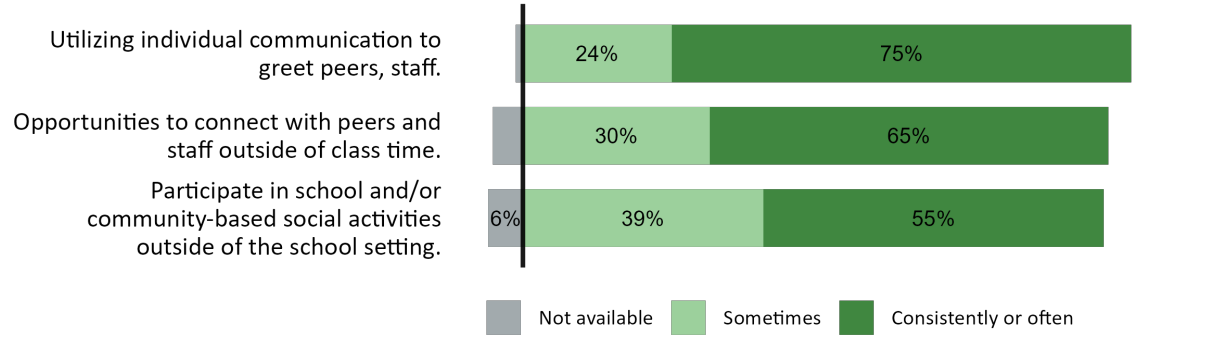
Figure 8: Student Perception of Liking School 2024-2025 by Grade



Alt-SEED Results[21]

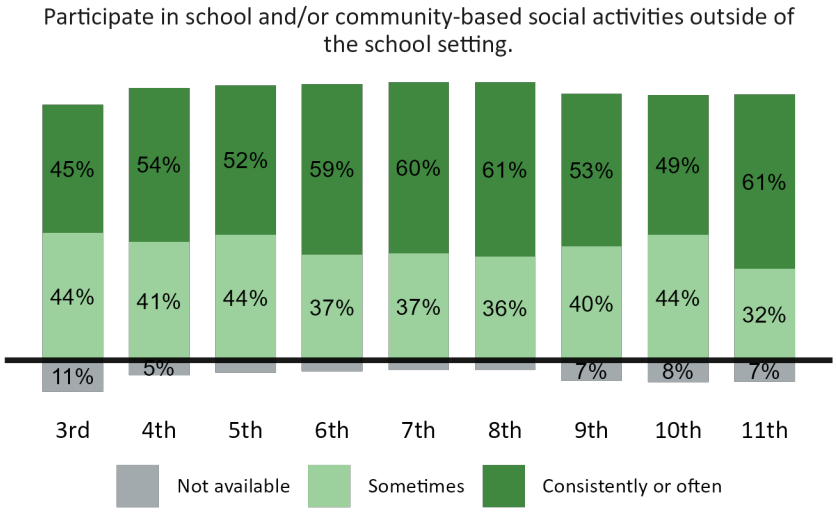
The large majority of 3rd-11th graders greeted peers and staff, connected with peers and staff outside of class, and participated in social activities outside of school (93-99%). Middle schoolers participated in social activities outside of school slightly more than elementary and high schoolers.

Figure 9: Alt-SEED Student Sense of Belonging 2024-2025 (Grades 3-11)



Note. Percents <5 are unlabeled

Figure 10: Alt-SEED Student Participation in Community Activities 2024-2024 by Grade



Note. Percents <5 are unlabeled

[21] Percentages exclude respondents who skipped the item or indicated that the item was not applicable. Percentages may not sum to 100 due to rounding.

Opportunity to Learn

Definition: Students' learning experiences within the classroom in relation to specific subjects or content areas. Opportunities to learn can be related to interactions (e.g., having a class discussion), academic support (e.g., getting help from a teacher), tools (e.g. using microscopes), or subject coverage and engagement.

What Does the Research Say?

Students who have more opportunities to learn also have higher academic skills and test scores.[22] These opportunities provide students with the room to build their academic skills and knowledge base.

Student Voice Spotlight

"My experience inside the school so far…has been outstandingly positive. I really enjoy working with the other students to get assignments done, and a lot of the classes have been really fun to participate in."
-Oregon Student, 2024-2025

English Language Arts (ELA)

Definition: Students' ELA learning experiences. Oregon's ELA Standards specify students' expected learning experiences.

SEED Results[23]

Most 6th and 9th graders indicated that they 'Sometimes' or 'Often' worked in groups and had class discussions about something they read in ELA (85-89%). Students in 9th grade had these opportunities slightly more than students in 6th grade.

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[22] Abedi, J., & Herman, J. (2010). Assessing English language learners' opportunity to learn mathematics: Issues and limitations. *Teachers College Record: The Voice of Scholarship in Education, 112(3)*, 723-746. https://doi.org/10.1177/016146811011200301

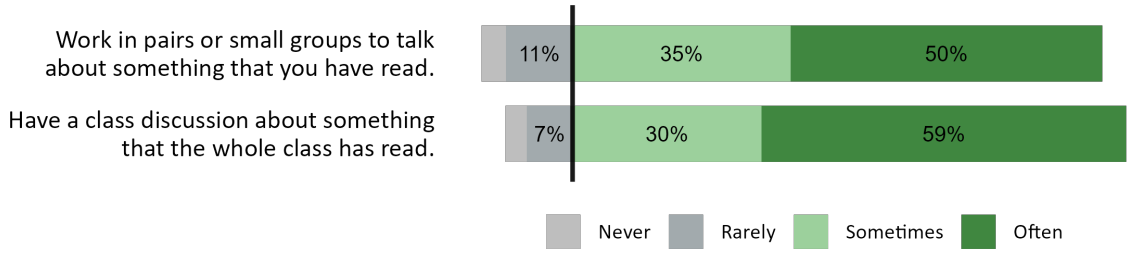
Correnti, R., Matsumura, L. C., Hamilton, L. S., & Wang, E. (2012). Combining multiple measures of students' opportunities to develop analytic, text-based writing skills. *Educational Assessment*, *17(2–3)*, 132–161. https://doi.org/10.1080/10627197.2012.717035

Santibañez, L., & Fagioli, L. (2016). Nothing succeeds like success? Equity, student outcomes, and opportunity to learn in high-and middle-income countries. *International Journal of Behavioral Development*, *40*(6), 517-525. https://doi.org/10.1177/0165025416642050

Wang, A. H. (2010). Optimizing early mathematics experiences for children from low-income families: A study on opportunity to learn mathematics. *Early Childhood Education Journal*, *37*, 295-302. https://doi.org/10.1007/s10643-009-0353-9

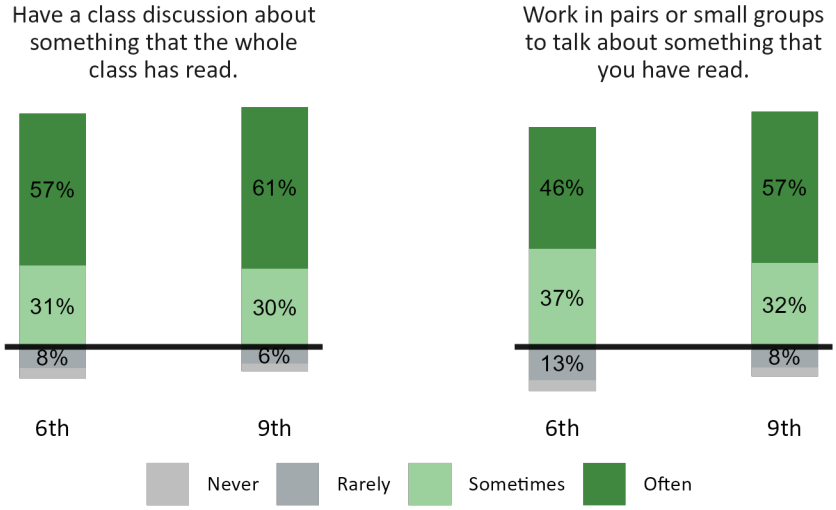
[23] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 11: Student Opportunity to Learn – English Language Arts 2024-2025 (Grades 6 & 9)



Note. Percents <5 are unlabeled

Figure 12: Student Opportunity to Learn – English Language Arts 2024-2025 by Grade

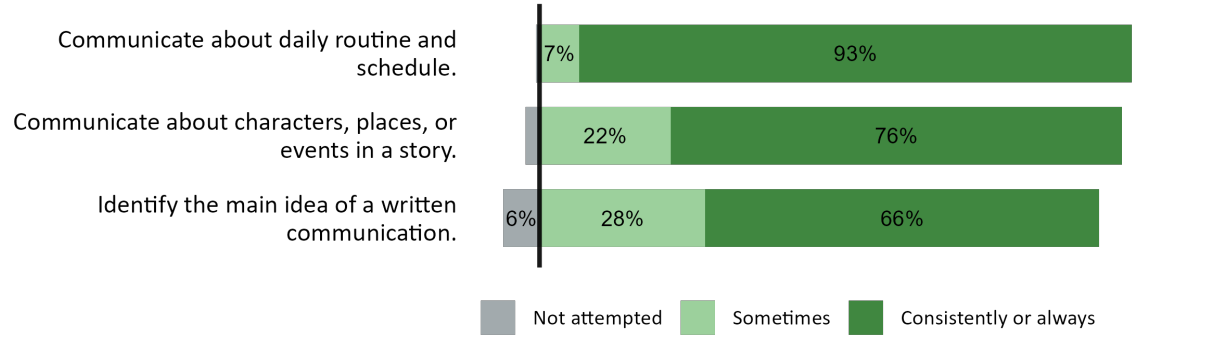


Note. Percents <5 are unlabeled

Alt-SEED Results[24]

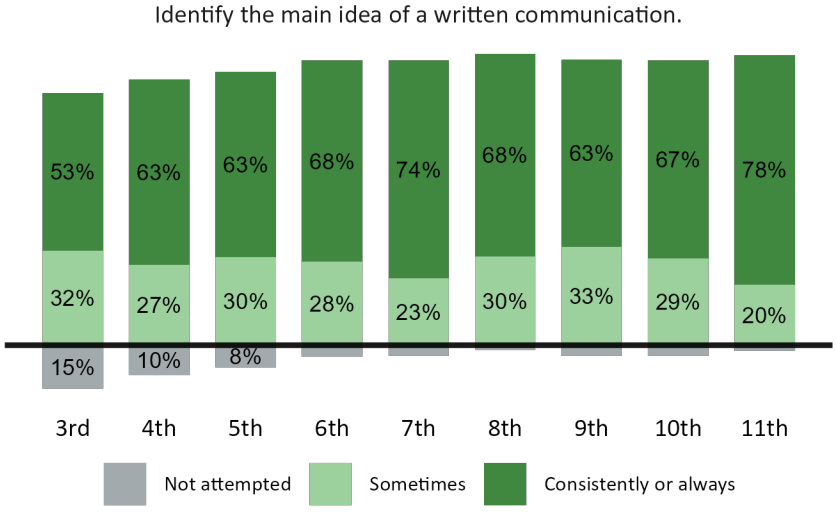
The large majority of 3rd-11th graders communicated about daily routines and schedules, communicated about stories, and identified the main ideas of a text (94-100%). Middle and high schoolers more frequently identified the main ideas of a text than elementary school students.

Figure 13: Alt-SEED Student Opportunity to Learn – English Language Arts 2024-2025 (Grades 3-11)



Note. Percents <5 are unlabeled

Figure 14: Alt-SEED Student Opportunity to Learn – English Language Arts 2024-2025 by Grade



Note. Percents <5 are unlabeled

[24] Percentages exclude respondents who skipped the item or indicated that the item was not applicable. Percentages may not sum to 100 due to rounding.

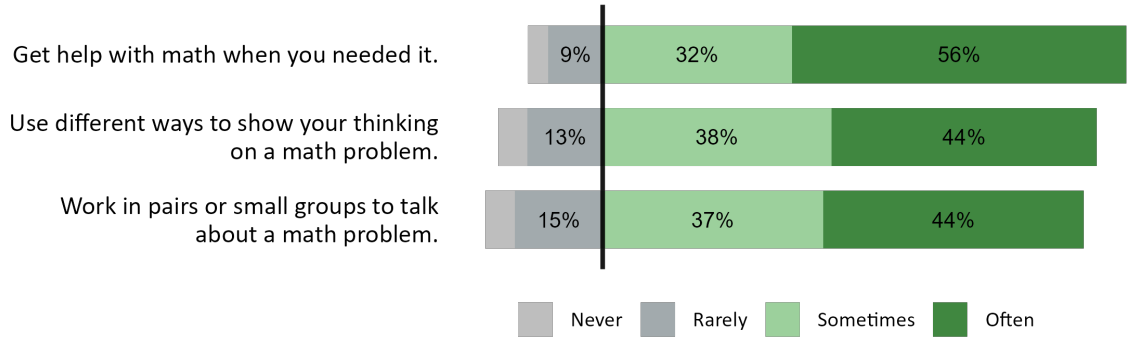
Mathematics

Definition: Students' Mathematics learning experiences. Oregon's Mathematics Standards specify students' expected learning experiences.

SEED Results[25]

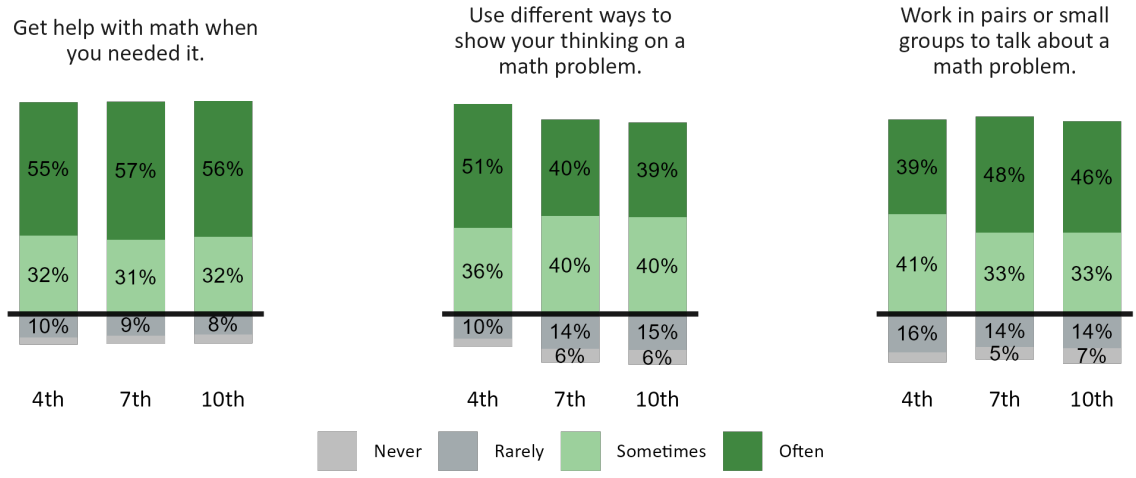
Most 4th, 7th, and 10th graders said that they 'Sometimes' or 'Often' used different ways to show their thinking, got help when they needed it, and did group work in their math classes (81%-88%). Elementary schoolers said that they used different ways to show their thinking more frequently than middle or high schoolers.

Figure 15: Student Opportunity to Learn – Mathematics 2024-2025 (Grades 4, 7, 10)



Note. Percents <5 are unlabeled

Figure 16: Student Opportunity to Learn – Mathematics 2024-2025 by Grade



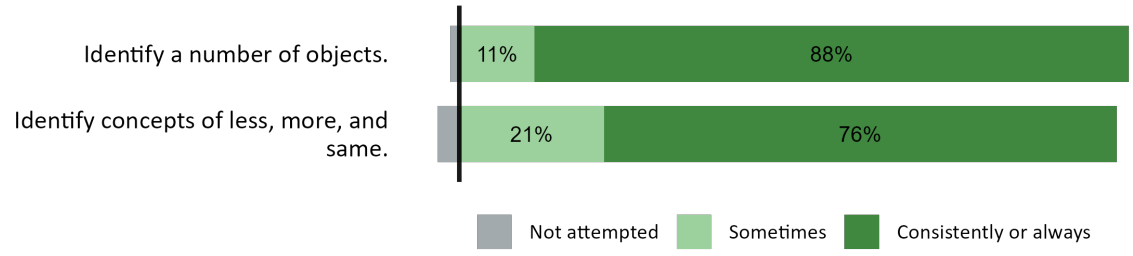
Note. Percents <5 are unlabeled

[25] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Alt-SEED Results[26]

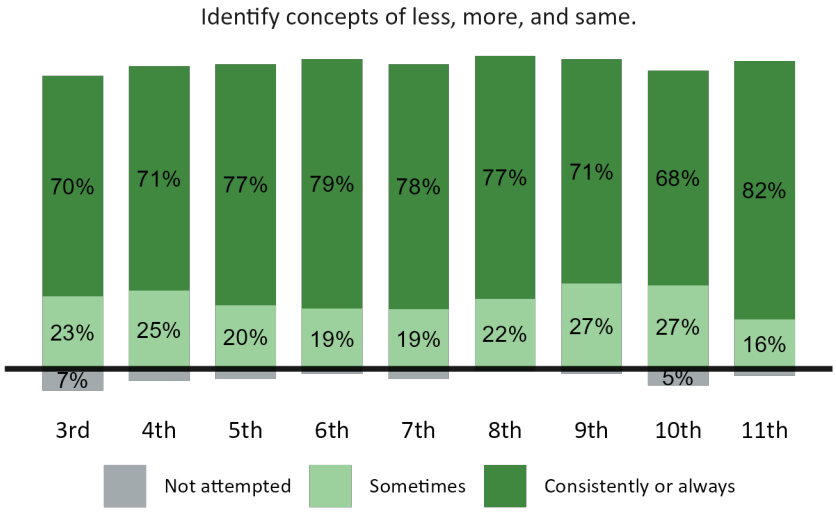
The large majority of 3rd-11th graders had opportunities to identify a number of objects and to identify concepts of less, more, and same (97-99%). There were few differences in these opportunities across grades.

Figure 17: Alt-SEED Student Opportunity to Learn – Mathematics 2024-2025 (Grades 3-11)



Note. Percents <5 are unlabeled

Figure 18: Alt-SEED Student Opportunity to Learn – Mathematics 2024-2025 by Grade



Note. Percents <5 are unlabeled

[26] Percentages exclude respondents who skipped the item or indicated that the item was not applicable. Percentages may not sum to 100 due to rounding.

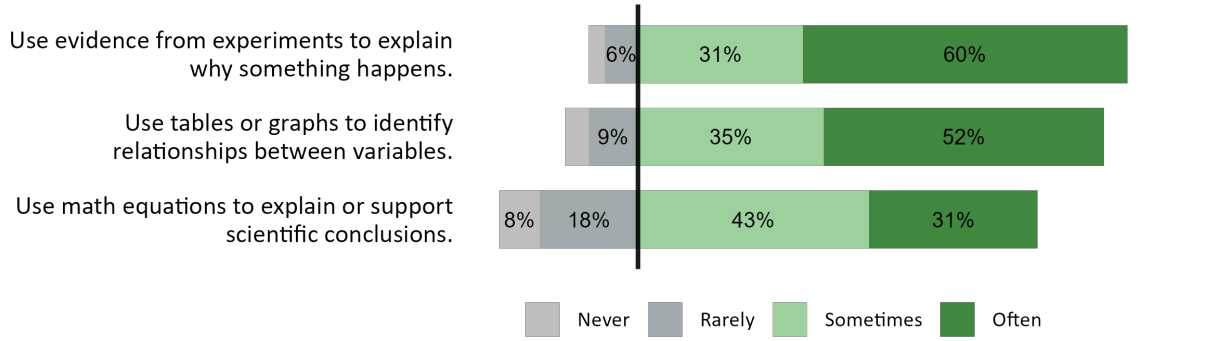
Science

Definition: Students' Science learning experiences. Oregon's Science Standards specify students' expected learning experiences.

SEED Results[27]

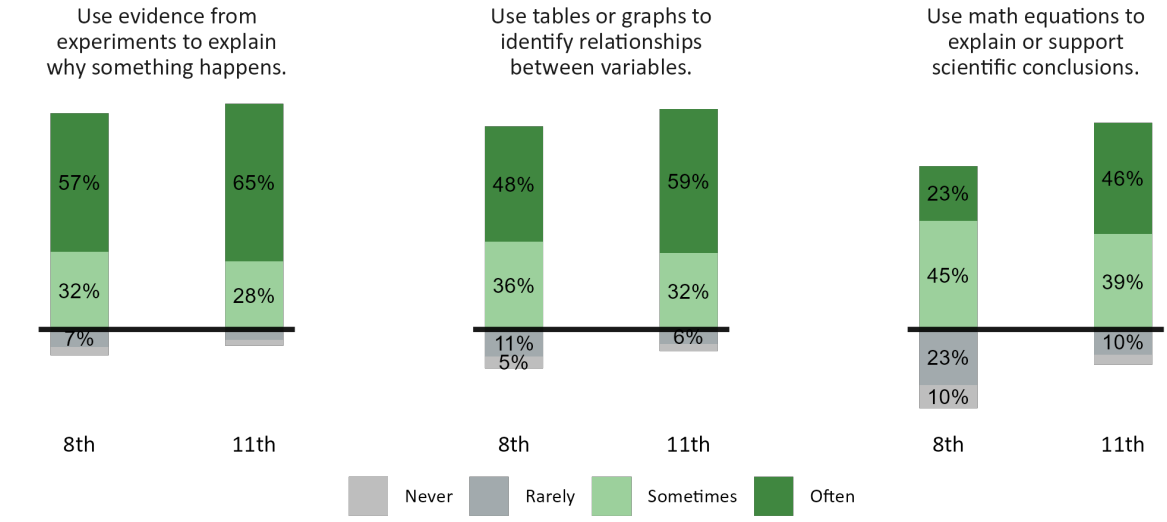
Most 8th and 11th graders said that they 'Sometimes' or 'Often' used math equations to explain or support scientific conclusions, used evidence from experiments to explain why something happens, and used tables or graphs to identify relationships between variables in their science classes (74-91%). 11th graders had these opportunities more than 8th graders.

Figure 19: Student Opportunity to Learn – Science 2024-2025 (Grades 8 & 11)



Note. Percents <5 are unlabeled

Figure 20: Student Opportunity to Learn – Science 2024-2025 by Grade



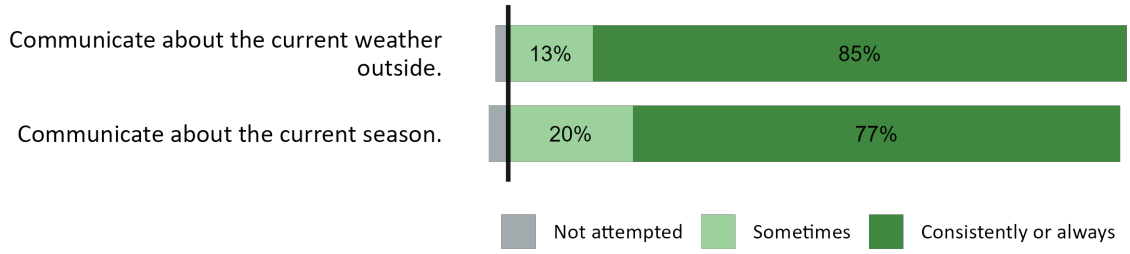
Note. Percents <5 are unlabeled

[27] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Alt-SEED Results[28]

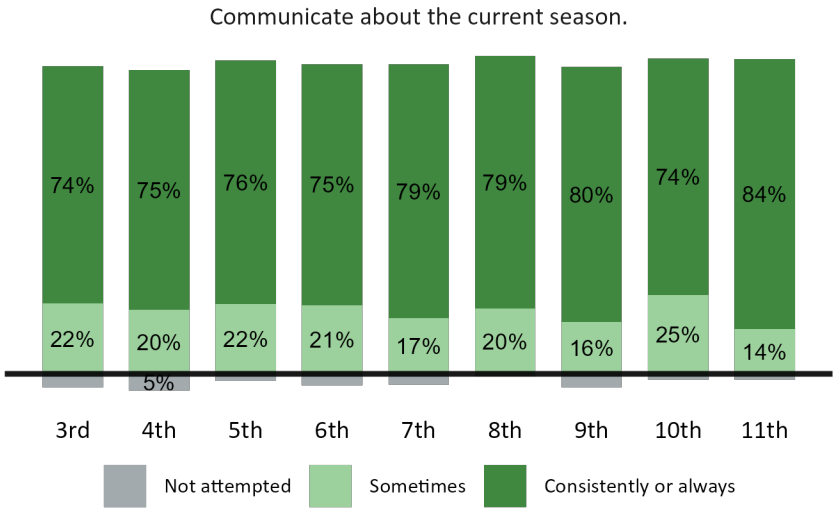
The large majority of 3rd-11th graders had opportunities to communicate about the weather and current season (97-98%). There were few differences in these opportunities across grades.

Figure 21: Alt-SEED Student Opportunity to Learn – Science 2024-2025 (Grades 3-11)



Note. Percents <5 are unlabeled

Figure 22: Alt-SEED Student Opportunity to Learn – Science 2024-2025 by Grade



Note. Percents <5 are unlabeled

[28] Percentages exclude respondents who skipped the item or indicated that the item was not applicable. Percentages may not sum to 100 due to rounding.

Tribal History/Shared History

Definition: Students' learning experiences, knowledge of, and beliefs about the tribes in Oregon.

As defined in Senate Bill (SB) 13, students should receive an education about the tribal nations in Oregon that is historically accurate, culturally relevant, community-based, contemporary, and developmentally appropriate.[29] ODE provides required Tribal History/Shared History curricula and lesson plans for grades 4, 8, and 10. Different tribal nations in Oregon also provide place-based curriculum specific to their tribe.

What Does the Research Say?

Students who learn about their own and other cultures, as well as about the realities of oppression, have better social and academic outcomes.[30] Learning about these topics may increase empathy, perspective-taking, and understanding across students from different backgrounds.

SEED Results[31]

The majority of 4th-11th graders felt positively about their knowledge of and schooling around Native Americans in Oregon (61-73%). Students in 4th, 5th, 6th, and 8th grade reported learning about Native Americans in Oregon at school more frequently than students in 7th, 9th, 10th, and 11th grade.

Student Voice Spotlight

"[I would like my school to provide] more exposure to Native Americans…I don't know a lot about their history and it's important to learn about since it's a big part of Oregon history."
-Oregon Student, 2024-2025

[29] For more information, please review ODE's Tribal History/Shared History webpage

[30] Toro, J., & Wang, M. (2020). School cultural socialization and academic performance: Examining ethnic-racial identity development as a mediator among African American adolescents. *Child Development, 92(4)*, 1458-1475. https://doi.org/10.1111/cdev.13467

Saleem, F., Legette, K., & Byrd, C. (2022). Examining school ethnic-racial socialization in the link between race-related stress and academic well-being among African American and Latinx adolescents. *Journal of School Psychology, 91*, 97-111. https://doi.org/10.1016/j.jsp.2022.01.001

Wang, M., Henry, D., & Toro, J. (2022). Do Black and white students benefit from racial socialization? School racial socialization, school climate, and youth academic performance during early adolescence. *American Educational Research Journal, 60(2),* 405-444. https://doi.org/10.3102/00028312221134771

Zirkel, S., (2022). The influence of multicultural educational practices on student outcomes and intergroup relations. *Teachers College Record: The Voice of Scholarship in Education, 110(6)*, 1147-1181. https://doi.org/10.1177/016146810811000605

[31] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 23: Student Opportunity to Learn – Tribal History/Shared History 2024-2025 (Grades 4-11)

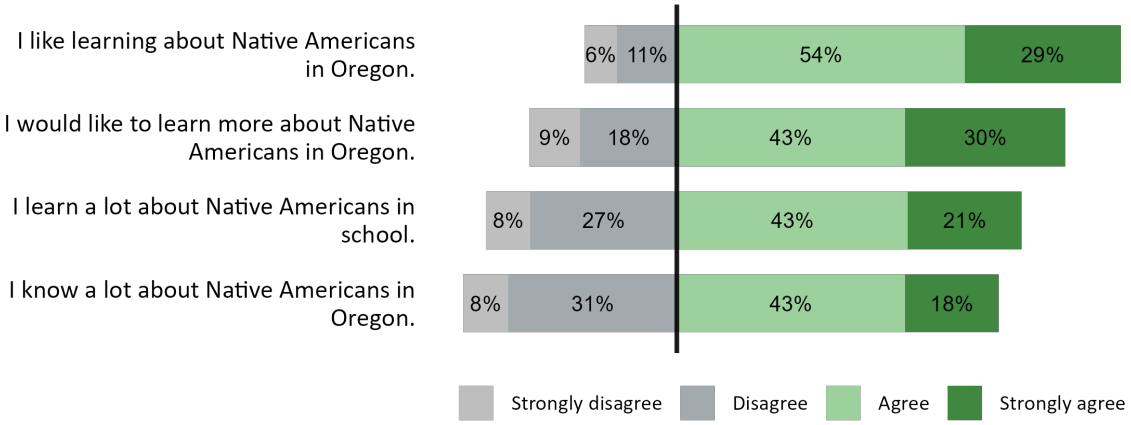


Figure 24: Student Opportunity to Learn – Tribal History/Shared History 2024-2025 (Grades 4-11)

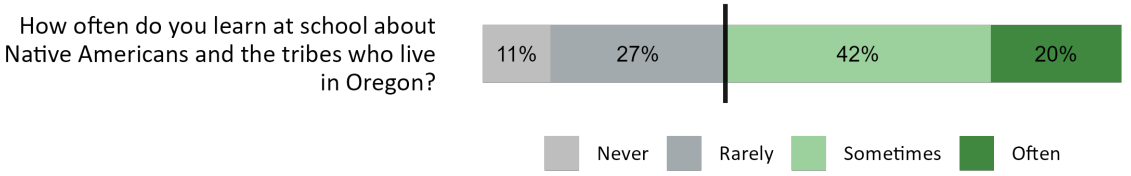
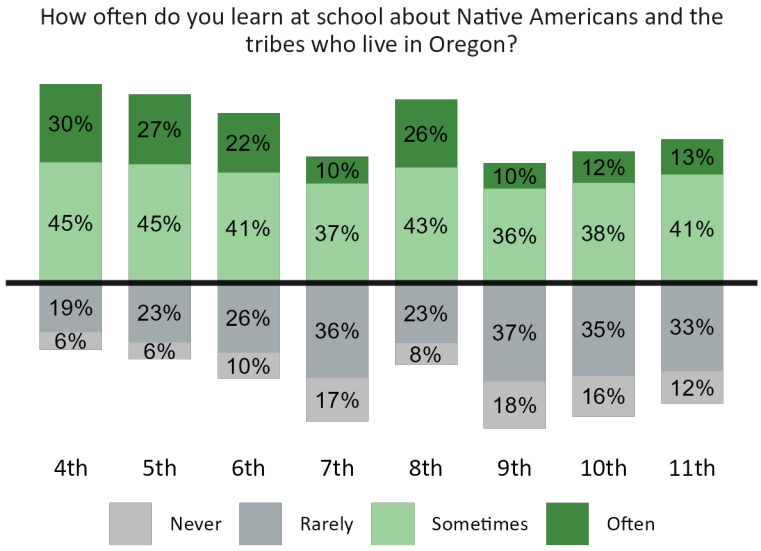


Figure 25: Student Opportunity to Learn – Tribal History/Shared History 2024-2025 by Grade



Self-Efficacy

Definition: Students' sense of confidence in their academic skills and abilities.

What Does the Research Say?

Self-efficacy predicts several positive academic outcomes, including higher grades and standardized test scores. [32] When students feel more confident in their academic skills, they may put more time and effort into academic tasks.[33]

Student Voice Spotlight

"School so far has been challenging, [but I'm] getting a lot of help to succeed."
-Oregon Student, 2024-2025

English Language Arts (ELA)

Definition: Students' confidence in their ELA skills.

SEED Results[34]

Most 3rd, 6th, and 9th graders felt confident that they could figure out the main idea of a text, explain the meaning of something they read, and figure out the meaning of a word they didn't know by using other words in a text (78-84%). Students in 6th and 9th grade felt more confident in these skills than students in 3rd grade.

[32] Lewis, J. L., Ream, R. K., Bocian, K. M., Cardullo, R. A., Hammond, K. A., & Fast, L. A. (2012). Con cariño: Teacher caring, math self-efficacy, and math achievement among Hispanic English learners. *Teachers College Record*, *114*(7), 1-42. https://doi.org/10.1177/01614681121140070

Manzano-Sanchez, H., Outley, C., Gonzalez, J. E., & Matarrita-Cascante, D. (2018). The influence of self-efficacy beliefs in the academic performance of Latina/o students in the United States: A systematic literature review. *Hispanic Journal of Behavioral Sciences*, *40*(2), 176-209. https://doi.org/10.1177/0739986318761323

Peura, P., Aro, T., Viholainen, H., Räikkönen, E., Usher, E. L., Sorvo, R., & Aro, M. (2019). Reading self-efficacy and reading fluency development among primary school children: Does specificity of self-efficacy matter?. *Learning and Individual Differences*, *73*, 67-78. https://doi.org/10.1016/j.lindif.2019.05.007

Valentine, J. C., DuBois, D. L., & Cooper, H. (2004). The relation between self-beliefs and academic achievement: A meta-analytic review. *Educational Psychologist*, *39*(2), 111-133. https://doi.org/10.1207/s15326985ep3902_3

[33] Bandura, A., (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28(2),* 117-148. https://doi.org/10.1207/s15326985ep2802_3

[34] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 26: Student Self-Efficacy – English Language Arts 2024-2025 (Grades 3, 6, 9)

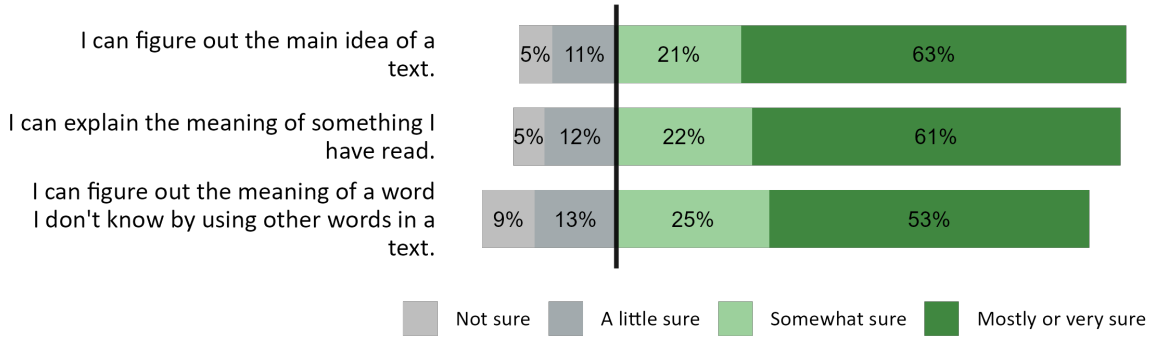
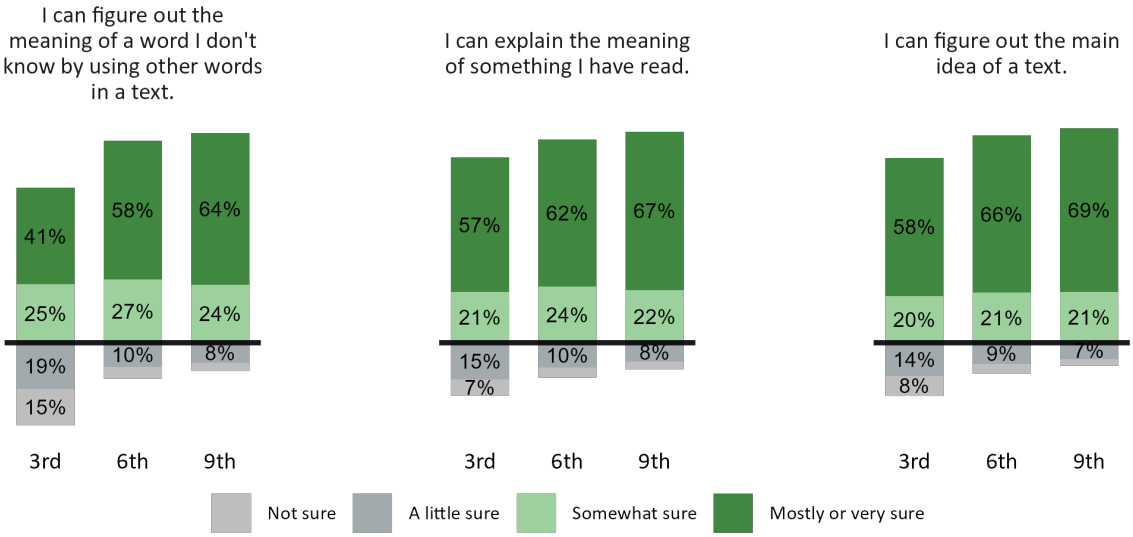


Figure 27: Student Self-Efficacy – English Language Arts 2024-2025 by Grade



Note. Percents <5 are unlabeled

Mathematics

Definition: Students' confidence in their Mathematics skills.

SEED Results[35]

Most 7th and 10th graders felt confident that they could find the price of a $12 item that is discounted by 25%, and that they could create an expression that represents the average number of miles they run in a week if they run 100 miles in *w* weeks (78-79%). 10th graders felt slightly more confident in these skills than 7th graders.

Figure 28: Student Self-Efficacy – Mathematics 2024-2025 (Grades 7 & 10)

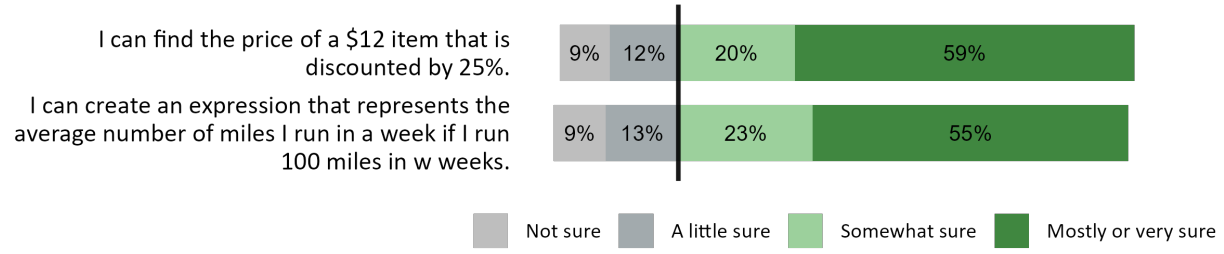
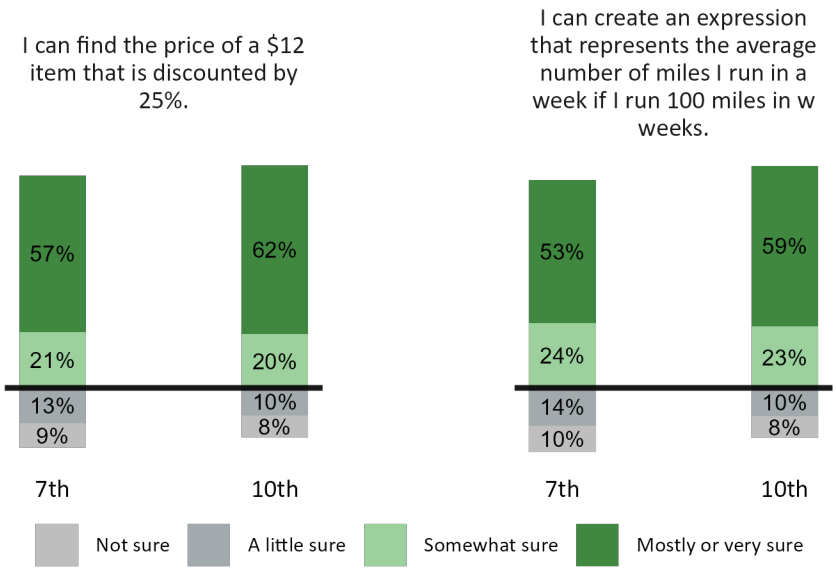


Figure 29: Student Self-Efficacy – Mathematics 2024-2025 by Grade



[35] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Science

Definition: Students' confidence in their Science skills.

SEED Results[36]

Most 8th and 11th graders felt confident that they could decide what tool to use to measure wind speed, describe how the length of a vibrating string affects the sound it makes, and design an experiment to show how sunlight affects the growth of a plant (53-76%). There was very little variation in students' confidence by grade.

Figure 30: Student Self-Efficacy – Science 2024-2025 (Grades 8 & 11)

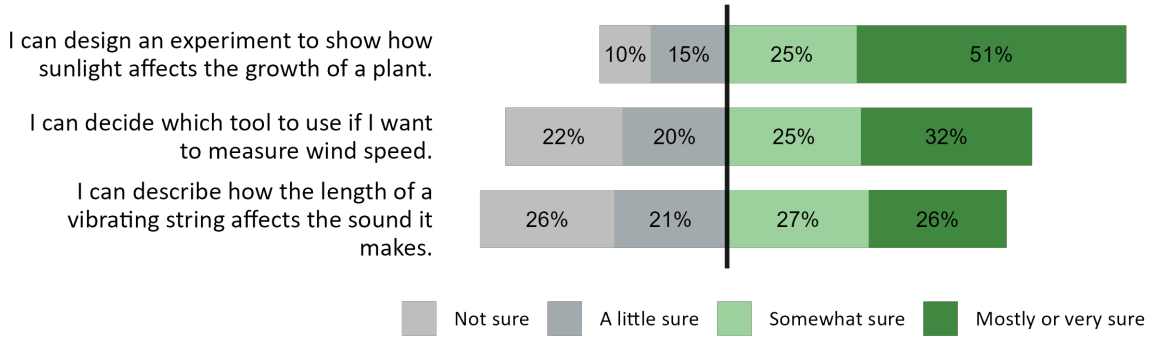
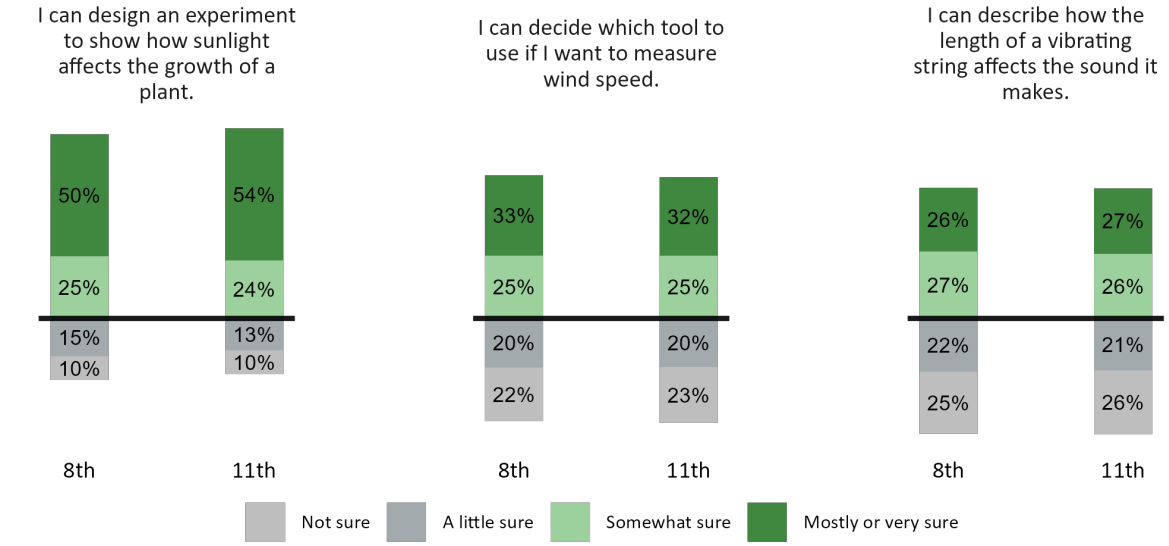


Figure 31: Student Self-Efficacy – Science 2024-2025 by Grade



[36] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Independence

Definition: Students' development of skills relevant to independent functioning.

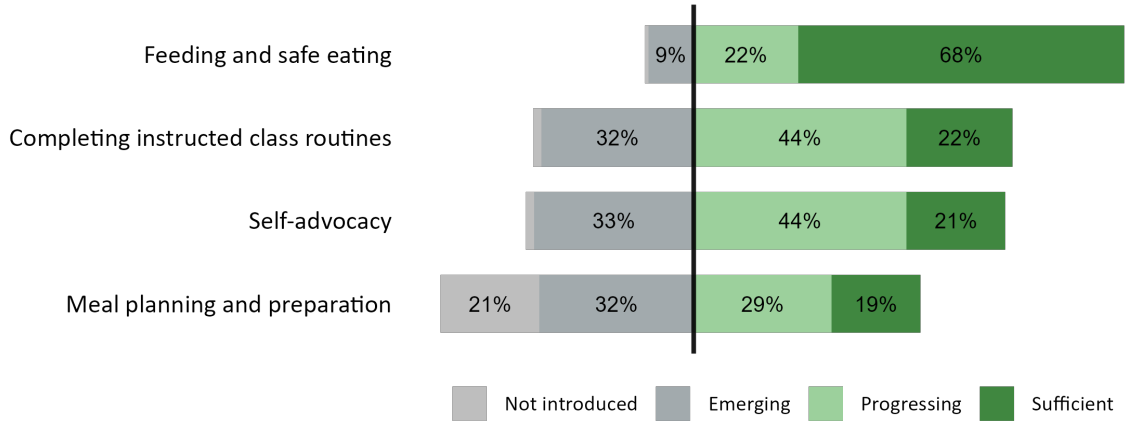
What Does the Research Say?

Independence is often a central educational focus for students who have serious cognitive disabilities and qualify for the Alt-SEED. Greater independent functioning skills predict life satisfaction.[37]

Alt-SEED Results[38]

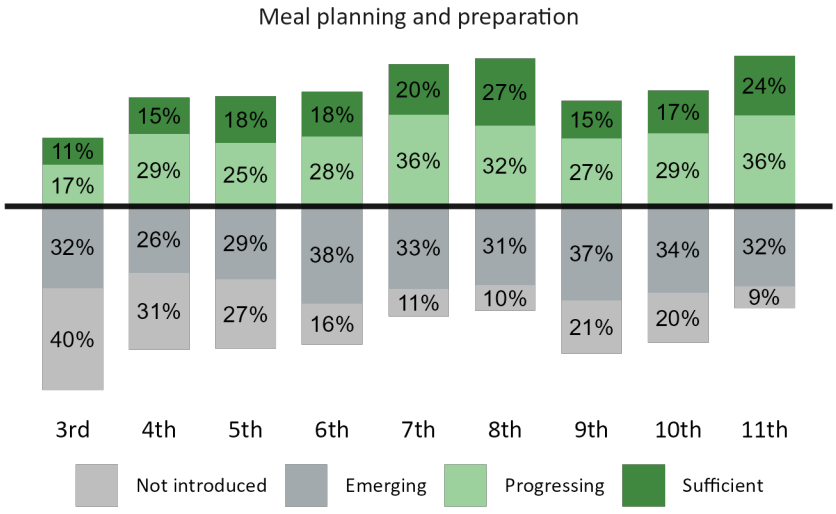
Most students in 3rd-11th grade displayed progressing or sufficient independent functioning skills (65-90%). 48% of students were progressing or sufficient in meal planning and preparation.

Figure 32: Alt-SEED Student Independence 2024-2025 (Grades 3-11)



Note. Percents <5 are unlabeled

Figure 33: Alt-SEED Student Meal Planning and Preparation by Grade



[37] Miller, S. M., & Chan, F. (2008). Predictors of life satisfaction in individuals with intellectual disabilities. *Journal of Intellectual Disability Research*, *52*(12), 1039-1047. https://doi.org/10.1111/j.1365-2788.2008.01106.x

[38] Percentages exclude respondents who skipped the item or indicated that the item was not applicable. Percentages may not sum to 100 due to rounding.

Post-Graduation Planning

Definition: Students' educational, career, and other life plans after graduation. There are many different pathways that students may consider pursuing upon completing high school (e.g., attending a postsecondary institution, entering the workforce). These pathways are often personalized based on a student's needs as well as their life circumstances and goals.

ODE is committed to supporting a positive and successful transition out of high school: one where all students can experience financial stability, a sense of fulfillment, and social and emotional wellbeing in their adult years.

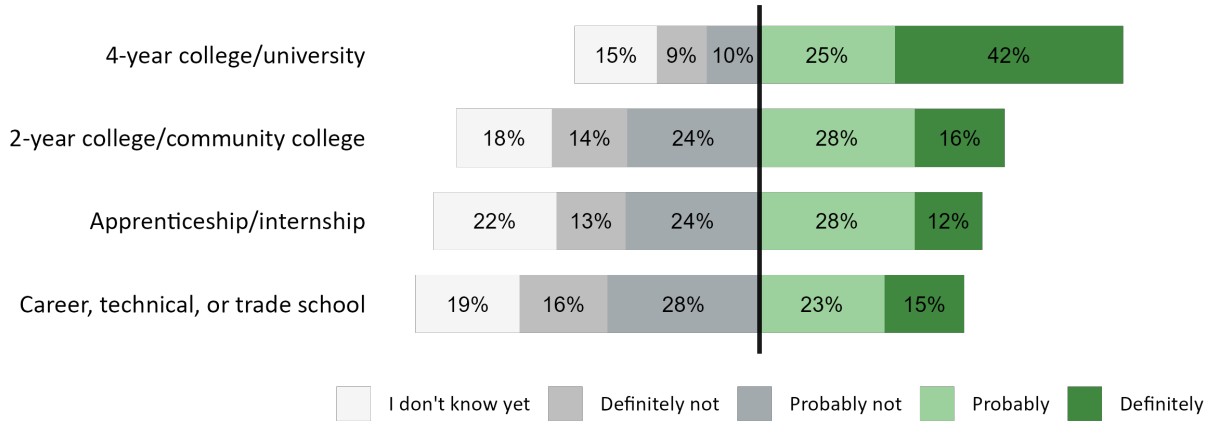
SEED Results[39]

Most 9th-11th graders were considering a 4-year college/university (67%). Between 38-44% of students were considering a 2-year college/community college, a career/technical/trade school, or an apprenticeship/internship. There was very little variation across grades.

Student Voice Spotlight

"I decided I am very set on a career path into nursing, and [my school] has been doing everything in their power to support me. I appreciate everything about the staff and [my school] for being so helpful and supporting."
-Oregon Student, 2024-2025

Figure 34: Student Post-Graduation Planning 2024-2025 (Grades 9-11)



[39] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 35: Student Post-Graduation Planning 2024-2025 by Grade

Extracurricular Engagement

Definition: Students' participation in extracurriculars and the extracurricular opportunities available to them. Extracurriculars can be offered by schools (e.g., clubs, events) or by organizations in the community (e.g., volunteering).

What Does the Research Say?

Extracurricular participation supports students' social development and academic well-being.[40] It may be that extracurriculars provide students with a space to build meaningful peer relationships and develop teamwork, conflict resolution, and leadership skills. It may also be that they support students' mental health and wellbeing, which in turn allows for greater academic engagement and learning.

SEED Results[41]

Most 6th-11th graders had opportunities to be involved in extracurriculars and were involved in extracurriculars in some capacity (55-86%). Highschoolers reported having more opportunities to create clubs, schedule activities, and plan events than middle schoolers.

Student Voice Spotlight

"My high school experience has been pretty good. I'm really involved in the school culture, like clubs and leadership and sports. It's given me a[n] outlet and community. Comparing it to my freshman year when I wasn't involved – staying involved is the best thing I could have done."

-Oregon Student, 2024-2025

[40] Fredricks, J. A., & Eccles, J. S. (2008). Participation in extracurricular activities in the middle school years: Are there developmental benefits for African American and European American youth?. *Journal of Youth and Adolescence*, *37*, 1029-1043. https://doi.org/10.1007/s10964-008-9309-4

Hee Im, M., Hughes, J., Cao, Q., & Kwok, O. (2018). Effects of extracurricular participation during middle school on academic motivation and achievement at grade 9. *American Educational Research Journal, 53(5),* 1343-1375. https://doi.org/10.3102/0002831216667479

Knifsend, C. A., & Graham, S. (2012). Too much of a good thing? How breadth of extracurricular participation relates to school-related affect and academic outcomes during adolescence. *Journal of Youth and Adolescence*, *41*, 379-389. https://doi.org/10.1007/s10964 011-9737-4

Durlak, J., & Weissberg, R. (2007). *The impact of after-school programs that promote personal and social skills.* https://files.eric.ed.gov/fulltext/ED505368.pdf

[41] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 36: Student Extracurricular Engagement 2024-2025 (Grades 6-11)

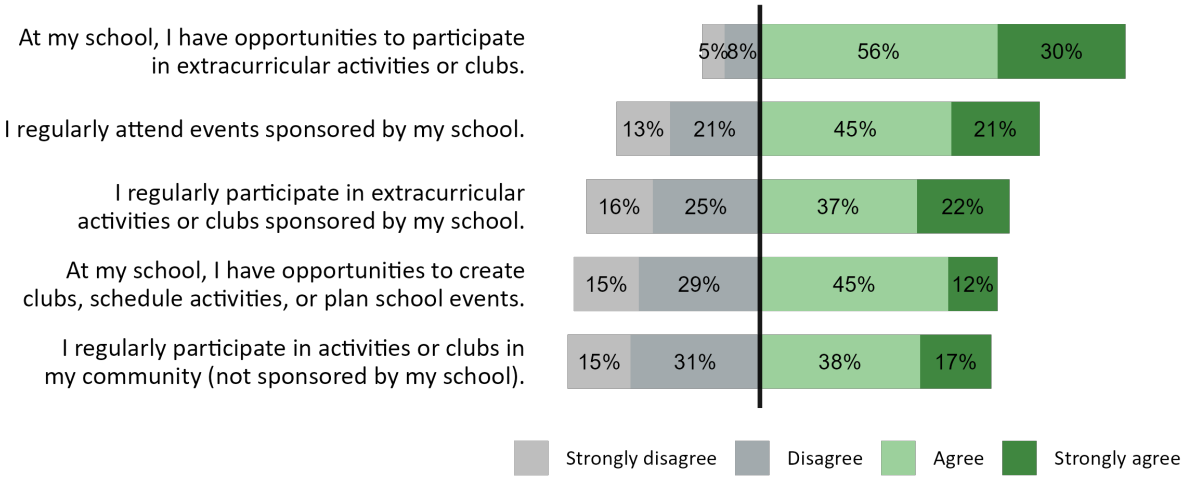
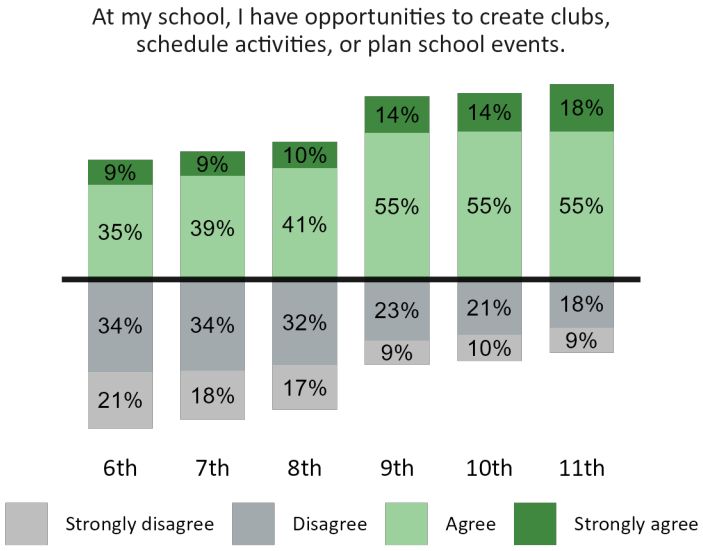


Figure 37: Student Opportunities to Create Clubs and Plan School Events 2024-2025 by Grade



Career Connected Learning

Definition: How students have been taught about future careers and the opportunities they have been given to explore and prepare for their future career. Career connected learning can happen within a classroom (e.g., class assignments related to career exploration) or outside of a classroom (e.g., internship opportunities). [42]

What Does the Research Say?

Students who are involved in career-oriented programing are more likely to have higher graduation rates as well as greater postsecondary enrollment and future income, though these associations can be dependent on the career cluster (i.e., careers that do not require postsecondary degrees may not be associated with greater postsecondary enrollment).[43]

SEED Results[44]

Most 6th-11th graders said that the 'Sometimes' or 'Often' used the internet to gather information about careers (73%) and connected what they were learning to potential career opportunities (72%). Most students said that they 'Never' or 'Rarely' spoke with an adult at school about career opportunities (54%). High schoolers spoke with adults at school about career opportunities more frequently than middle schoolers.

Student Voice Spotlight

"[I want my school to] engage students in career possibilities, paths, and opportunities. I think there is a problem with students not knowing what jobs are out there which makes it hard for them to start thinking about their future."

-Oregon Student, 2024-2025

[42] For more information, visit ODE's Career Connected Learning page.

[43] Brunner, E., Dougherty, S., & Ross, S. (2023). The effects of career and technical education: Evidence from the Connecticut technical high school system. *The Review of Economics and Statistics, 105(4)*, 867-882. https://doi.org/10.1162/rest_a_01098

Dougherty, S. (2018). The effect of career and technical education on human capitol accumulation: Causal evidence from Massachusetts. *Education Finance & Policy, 13(2)*, 119-148. https://doi.org/10.1162/edfp_a_00224

Ecton, W., & Dougherty, S. (2022). Heterogeneity in high school career and technical education outcomes. *Educational Evaluation and Policy Analysis, 45(1),* 157-181. https://doi.org/10.3102/01623737221103842

Hemelt, S., Lenard, M., & Paeplow, C. (2019). Building bridges to life after high school: Contemporary career academies and student outcomes. *Economics of Education Review, 68*, 161-178. https://doi.org/10.1016/j.econedurev.2018.08.005

[44] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 38: Student Career Connected Learning 2024-2025 (Grades 6-11)

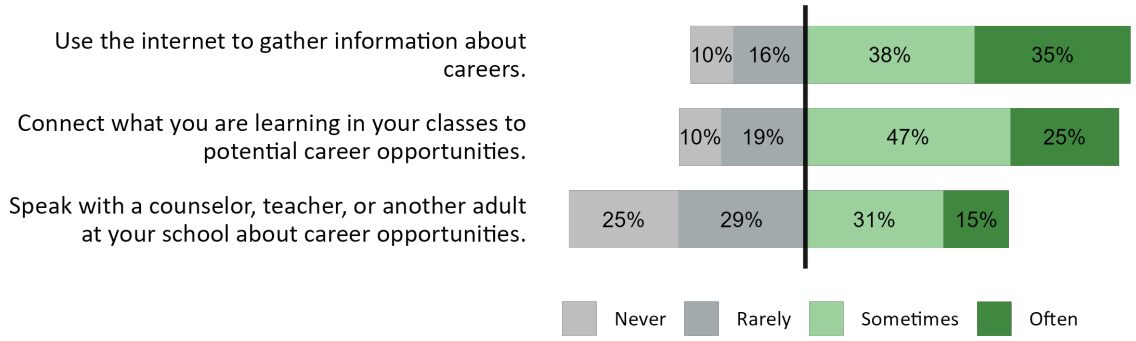
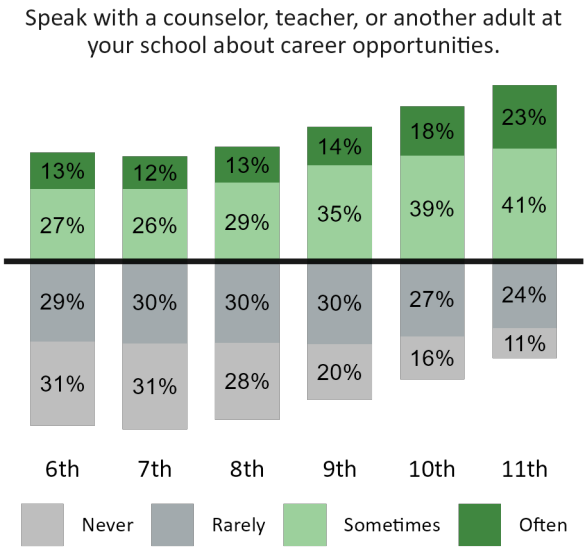


Figure 39: Student Access to Speaking with Adults about Career Opportunities 2024-2025 by Grade



Well-Rounded Education

Definition: Students' access to classes from a wide variety of disciplines (e.g., the arts, music, physical education), as well as classes that are interesting to them.

What Does the Research Say?

Giving students the opportunity to choose what classes they take and helping connect them with classes that align with their interests and goals may support their connection to school and learning. Students who are given greater decision-making power at school also show greater academic motivation and engagement. These associations are likely because this practice fulfills students' basic need for autonomy and control over the conditions of their lives.[45] Additionally, taking classes that students are personally interested in can make school feel more meaningful and promote a sense of purpose.

SEED Results[46]

Most 7th-11th graders had access to and were taking courses that were interesting to them and aligned with their future goals (70-79%). High schoolers reported taking classes that aligned with their interests more than middle schoolers.

Student Voice Spotlight

"I think if students had classes that aligned with their interests, they'd try more in school."
-Oregon Student, 2024-2025

[45] Alley, K. M. (2019). Fostering middle school students' autonomy to support motivation and engagement. *Middle School Journal*, *50*(3), 5-14. https://doi.org/10.1080/00940771.2019.1603801

Evans, M., & Boucher, A. R. (2015). Optimizing the power of choice: Supporting student autonomy to foster motivation and engagement in learning. *Mind, Brain, and Education*, *9*(2), 87-91. https://doi.org/10.1111/mbe.12073

Mager, U., & Nowak, P. (2012). Effects of student participation in decision making at school. A systematic review and synthesis of empirical research. *Educational research review*, *7*(1), 38-61. https://doi.org/10.1016/j.edurev.2011.11.001

[46] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 40: Student Well-Rounded Education 2024-2025 (Grades 7-11)

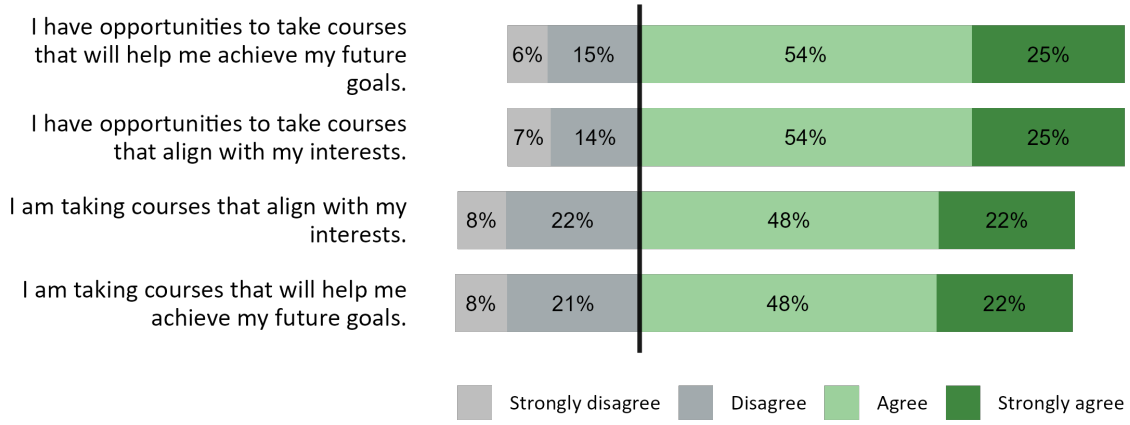
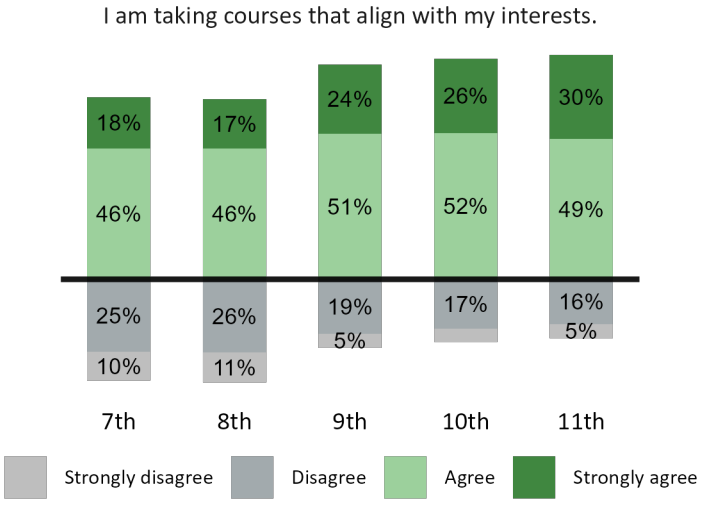


Figure 41: Student Access to Interesting Courses 2024-2025 by Grade



Note. Percents <5 are unlabeled

Conclusion

The SEED and Alt-SEED Surveys were developed to center students' experiences as key indicators of school quality. They are meant to highlight needs, challenges, strengths, and inequities experienced by students in Oregon. This report provided the statewide results for a sample of items from the 2024-2025 Surveys.

ODE encourages schools and districts to reflect on the statewide data and use it in combination with other data to inform deeper investigation into students' experiences at a local level, with awareness that SEED data reflects student perceptions of their learning experiences and environments. While those perceptions are valid and important, they may not encompass all that occurs within a school.

Additional SEED Survey data products and research briefs are available. To learn more about the SEED Survey, access data files, and view other reports and research briefs, visit the SEED webpage.