



Student Educational Equity Development Survey (SEED Survey) District Test Coordinator Update: August 20, 2021

Overview

Pursuant to input from education and community partners gathered during Oregon's Every Student Succeeds Act Plan development process, as well as to commitments included in the Oregon Department of Education's (ODE's) 2020-21 statewide assessment and accountability waiver request, ODE plans to pilot a series of Student Educational Equity Development (SEED) Surveys in spring 2021 and 2022. The survey administration window is scheduled to run from January 11-June 3, 2022 for Grades 9-11 and March 8-June 3, 2022 for Grades 3-8., consistent with the current summative test window for ELA, mathematics, and science. The SEED Survey will be conducted annually thereafter to help inform our assessment and accountability system. The SEED Survey design is founded in current research and literature (see the *Construct Reference* list below), as well as input from education and community partners. The 2022 pilot will be made available in Spanish, Russian, and English, with plans to expand the items to additional language groups based on student population percentages thereafter. The pilot SEED Survey will be administered online to Oregon students in Grades 3 through 11. Text-to-Speech, also known as read aloud, will be the default setting for the SEED Survey, so students who require this or similar support can independently turn on this feature. A paper-pencil survey could not be included in this year's pilot. ODE will work with existing data and consultation with education partners to determine how many students at each grade could not access the survey. Parents may choose to have their students be exempt from participation in the SEED Survey, pursuant to requirements established in [OAR 581-022-1910](https://www.oregon.gov/ODE/581-022-1910).

The SEED Survey is composed of *non-secure* items that will be made publicly available each year prior to administration. Statewide summary results, disaggregated by student groups (race/ethnicity, English learner, special education status, and socio-economic status) from the pilot 2021 and 2022 administration will be published by grade level in a comprehensive report that ODE will develop in the summer of 2021, based upon analysis of data from the 2021 administration. ODE will pursue the pilot of the SEED Surveys whether our statewide assessment and accountability waiver request is approved or denied.

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

Design

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 (EDSCLS)
- 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



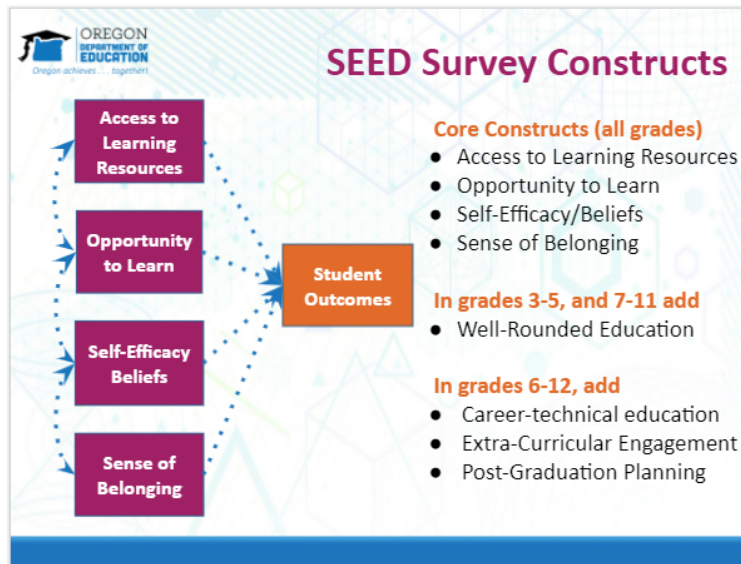
- California's Core Districts social-emotional learning and school culture survey
- Program for International Assessment of Adult Competencies (PIAAC)
- Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ)
- Young Lives International Study of Childhood Poverty
- World bank 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 (Oregon students, educators, and community members)
- June-July, 2021 - Oregon Dept. of Ed. Office of Indian Education and WRAP Program

Constructs Measured

The SEED Survey pilot will measure student perceptions in four core constructs: Access to Learning Resources, Opportunity to Learn, Self-Efficacy Beliefs, and Sense of Belonging. The OTL and Self-Efficacy constructs focus on specific content areas in each grade level. Grade 3 reviews OTL and Self-Efficacy in English language arts, Grade 4 in mathematics, and Grade 5 in science. That same cycle repeats in Grades 6, 7, and 8, and 9, 10, and 11 respectively. The high school survey includes all core constructs ~~and all content areas~~, in addition to Extra-curricular Engagement and Post-Graduation Planning. Grades 6-8 and 11 includes questions pertaining to Career-Technical Education. Lastly, Grades 3-5 and 7-11 contain questions about Well-Rounded Education.



A table that conveys the sampling plan is provided below:

SEED Survey Constructs Measured at Each Grade

Grades	3	4	5	6	7	8	9	10	11
Access to Learning Resources	B	B	B	B	B	B	S	S	B
Opportunity to Learn	B	B	B	B	B	B	S	S	B
Self-Efficacy Beliefs	S	S	S	S	S	S	S	S	S
Sense of Belonging	B	B	B	B	B	B	S	S	B
Well-Rounded Education	S	S	S		S	S	S	S	S
Career-Technical Education				S	S	S	S	S	S
Extra-Curricular Engagement				S	S	S	S	S	S
Post-Graduation Planning							S	S	S
Independence	A	A	A	A	A	A			A

S for SEED survey, A for Alt SEED survey, B for Both

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 & 7-11</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>Post-graduation Planning - The opportunities a student is considering in the first year after high school</p>	<p><i>Administered in Grades 9-11</i> Stem: 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>
---	---	--

Administration

The SEED Survey will be delivered through Oregon’s Test Delivery System (TDS), which is the same system that Oregon uses to administer our summative and interim assessments. Test administrators (TAs) will have the option to proctor the assessment ‘live’ in-person or remotely, as well as in an unproctored ‘assignment’ that may be scheduled in advance. The new remote administration feature in the TDS will allow students to take the survey within a test window selected by the TA with or without TA proctoring. Students will be able to access the survey through a web browser or the secure browser; therefore students will not need to download the secure browser to their device to access the SEED Survey for remote participation. While the survey can be coordinated and conducted as a class activity, students are expected to participate and respond independently given the nature of some of the questions (i.e., TAs should not read the questions aloud to the entire class and proceed as a group).

Students will be provided with the accessibility supports needed to demonstrate what they know and can do on Oregon’s summative assessments (e.g., text-to-speech, zoom, highlighting, etc.). More information about specific accessibility supports can be found in training Module 9 (See Training Requirements section below). Students may skip any item. Students may also take the survey in Spanish or Russian. Language settings will need to be adjusted in TIDE to provide students access to the SEED Survey with the Spanish/English language toggle. A 2-way chat feature between the student and test administrator will also be available in the new remote administration access to the live survey.

While precise data will not be available until after the pilot, projections based upon available NAEP data suggest that the SEED Survey will typically take from 10-20 minutes. ~~in Grades 3-8 and 20-30 minutes in Grade 11.~~

Technology Requirements

Administering a remote test session has nearly the same technology requirements as a classroom administration. Test administrators and students will need a computer or iPad with a conventional web browser. The certification course for remote administration features will include information for checking internet speed (recommended minimum: 200 kilobits per second).



Training Requirements

The SEED Survey has minimal training requirements. ~~All test administrators must first complete Modules 2 (Test Administrators) and Module 3 (Accessibility) to lay the training foundation required for SEED Survey administration, which will be managed through the TDS.~~ All Oregon TAs who administer the SEED Survey must also complete Module 9 (SEED Survey Administration). Module 9 will be posted on the Assessment Team's [Training Materials webpage](#), in the Training Modules accordion section by 5:00 PM on February 26, 2021.

- TAs must also complete a brief certification course to use the remote administration feature. Practice questions will be made available in a Google format for teachers to use to prepare students for survey participation. Note: ~~if Oregon must proceed with summative assessments in ELA, mathematics, and science, Module 4 (Test Security) and~~ the relevant domain assessment modules will be required (Module 5 for ELA and Mathematics, Module 6 for Science).

Communication Toolkit

ODE will develop several additional resources to support districts in preparing parents, students, and staff for SEED administration, including the following, by 5:00 PM on February 26, 2021:

- SEED Survey - *Brief Overview* for general communications
- SEED Survey *User Guide* for Test Administrators
 - Student Secure SSID Transmission Guidance
- Staff Communication, with FAQ
- Parent Communication (English & Spanish, with link to SEED items)
- SEED Items Posted on ODE Assessment homepage (English and Spanish)
- Practice SEED item interface to prepare students (Google-based, external to TDS)
- SEED Survey Specifications and Blueprint

Future Iterations

The SEED Survey will evolve over time to best meet the needs of Oregon's students and educators. ODE plans to incorporate field test items into the survey item pool annually to both improve measurement accuracy and address current educational concerns. Aggregate data from the survey will be made available at the district and school levels in 2022 and beyond, subject to engagement with our Assessment Advisory Committee & Accountability and Reporting Advisory Committee recommendations and n-size reporting restrictions.



Construct Reference List

Opportunity to Learn

- Abedi, J., & Herman, J. (2010). Assessing English language learners' opportunity to learn mathematics: Issues and limitations. *Teachers College Record*, 112(3), 723–746.
- Kurz, A., et al. (2014). Assessing opportunity-to-learn for students with disabilities in general and special education classes. *Assessment for Effective Intervention*, 40(1), 24-39.
<https://doi.org/10.1177/1534508414522685>
- 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>
- Schmidt, W. H., et al. (2015). The role of schooling in perpetuating educational inequality: An international perspective. *Educational Researcher*, 44(7), 371-386.
<https://doi.org/10.3102/0013189X15603982>
- Schmidt, W. H., et al. (2011). Content coverage differences across states/districts: A persisting challenge for U.S. educational policy. *American Journal of Education*, 117(3), 399–427.
<https://doi.org/10.1086/659213>
- 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(4), 295.
<https://doi.org/10.1007/s10643-009-0353-9>

Self-Efficacy

- Aro, T., et al. (2018). Can reading fluency and self-efficacy of reading fluency be enhanced with an intervention targeting the sources of self-efficacy? *Learning and Individual Differences*, 67, 53-66. <https://doi.org/10.1016/j.lindif.2018.06.009>
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148. https://doi.org/10.1207/s15326985ep2802_3
- Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan (Eds.), *Self-efficacy and adolescence* (pp. 307–337). Greenwich, CT: Information Age.
- ong, M. (2012). Self-efficacy. In J. Hattie & E. M. Anderman (Eds.), *International guide to student achievement* (pp. 64-66). New York, NY: Routledge/Taylor & Francis Group.
- Britner, S. L., & Pajares, F. (2006). Sources of science self-efficacy beliefs of middle school students. *Journal of Research in Science Teaching*, 43(5), 485-499.
<https://doi.org/10.1002/tea.20131>
- Caprara, G. V., et al. (2011). The contribution of personality traits and self-efficacy beliefs to



- academic achievement: A longitudinal study. *British Journal of Educational Psychology*, 81(1), 78-96. <https://doi.org/10.1348/2044-8279.002004>
- Chin, D., & Kameoka, V. A. (2002). Psychosocial and contextual predictors of educational and occupational self-efficacy among Hispanic inner-city adolescents. *Hispanic Journal of Behavioral Sciences*, 24(4), 448-464. <https://doi.org/10.1177/0739986302238214>
- Klassen, R. M. (2004). A cross-cultural investigation of the efficacy beliefs of South Asian immigrant and Anglo Canadian nonimmigrant early adolescents. *Journal of Educational Psychology*, 96(4), 731-742. <https://doi.org/10.1037/0022-0663.96.4.731>
- Klassen, R. M., & Usher, E. L. (2010). Self-efficacy in educational settings: Recent research and emerging directions. In T. C. Urdan & S. A. Karabenick (Eds.), *The decade ahead: Theoretical perspectives on motivation and achievement* (pp. 1–33). Bingley, UK: Emerald Group Publishing Limited.
- Lewis, J. L., et al. (2012). Con cariño: Teacher caring, math self-efficacy, and math achievement among Hispanic English learners. *Teachers College Record*, 114(7), 1-42.
- Manzano-Sanchez, H., et al. (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>
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578. <https://doi.org/10.3102/00346543066004543>
- Peura, P., et al. (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>
- Usher, E. L., & Pajares, F. (2009). Sources of self-efficacy in mathematics: A validation study. *Contemporary Educational Psychology*, 34(1), 89-101. <https://doi.org/10.1016/j.cedpsych.2008.09.002>
- Usher, E. L., et al. (2019). Perseverant grit and self-efficacy: Are both essential for children's academic success? *Journal of Educational Psychology*, 111(5), 877–902. <https://doi.org/10.1037/edu0000324>
- 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
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational*



Psychology, 25(1), 82–91. <https://doi.org/10.1006/ceps.1999.1016>

Sense of Belonging

Allen, K., et al. (2018). What schools need to know about fostering school belonging: A meta-analysis. *Educational Psychology Review*, 30, 1-34.

<https://doi.org/10.1007/s10648-016-9389-8>

Gillen-O'Neel, C., & Fuligni, A. (2013). A longitudinal study of school belonging and academic motivation across high school. *Child Development*, 84(2), 678-692.

<https://doi.org/10.1111/j.1467-8624.2012.01862.x>

Korpershoek, H., et al. (2020). The relationships between school belonging and students' motivational, social-emotional, behavioral, 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>

Lohmeier, J. H., & Lee, S. W. (2011). A school connectedness scale for use with adolescents. *Educational Research and Evaluation*, 17(2), 85-95.

<https://doi.org/10.1080/13803611.2011.597108>

McMahon, S. D., et al. (2008). School belonging among low-income urban youth with disabilities: Testing a theoretical model. *Psychology in the Schools*, 45(5), 387-401.

<https://doi.org/10.1002/pits.20304>

Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70(3), 323-367. <https://doi.org/10.3102/00346543070003323>

Sánchez, B., Colón, Y., & Esparza, P. (2005). The role of sense of school belonging and gender in the academic adjustment of Latino adolescents. *Journal of Youth and Adolescence*, 34(6), 619-628. <https://doi.org/10.1007/s10964-005-8950-4>

Singh, K., Chang, M., & Dika, S. (2010). Ethnicity, self-concept, and school belonging: Effects on school engagement. *Educational Research for Policy and Practice*, 9(3), 159-175.

<https://doi.org/10.1007/s10671-010-9087-0>

Uwah, C. J., McMahon, H. G., & Furlow, C. F. (2008). School belonging, educational aspirations, and academic self-efficacy among African American male high school students: Implications for school counselors. *Professional School Counseling*, 11(5), 296-305.

<https://doi.org/10.1177/2156759X0801100503>

Wormington, S. V., et al. (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>



Survey/Questionnaire Development

- Almonte, D., & Bertling, J. P. (2015). *Cognitive interview report: 2017 reading student, teacher, and school questionnaires-Grades 4 and 8*. Princeton, NJ: Educational Testing Service.
- Anthony, J. et al. (2015). *Cognitive interview report: 2017 mathematics student, teacher, and school questionnaires-Grades 4 and 8*. Princeton, NJ: Educational Testing Service.
- Bartolucci, F., Bacci, S., & Gnaldi, M. (2015). *Statistical analysis of questionnaires: A unified approach based on R and Stata*. New York: CRC Press.
- Bertling, J. P. (2014). Plans for NAEP core contextual modules. Princeton, NJ: Educational Testing Service.
- DeCastellarnau, A. (2018). A classification of response scale characteristics that affect data quality: A literature review. *Quality & Quantity*, 52(4), 1523-1559.
<https://doi.org/10.1007/s11135-017-0533-4>
- Fowler Jr., F. J., & and Carol Cosenza, C. (2008). Writing effective questions. In E. D. De Leeuw, J. J. Hox, & D. A. Dillman (Eds.), *International handbook of survey methodology* (pp. 136-160). New York: Taylor & Francis Group.
- National Assessment Governing Board (2013). *Contextual information framework for the National Assessment of Educational Progress*. Washington D.C.: U.S. Department of Education.
- Omrani, A., Wakefield-Scurr, J., Smith, J., & Brown, N. (2019). Survey development for adolescents aged 11-16 years: A developmental science based guide. *Adolescent Research Review*, 4(4), 329-340.
<https://doi.org/10.1007/s40894-018-0089-0>
- Revilla, M. A., Saris, W. E., & Krosnick, J. A. (2014). Choosing the number of categories in agree-disagree scales. *Sociological Methods & Research*, 43(1), 73-97.
<https://doi.org/10.1177/0049124113509605>
- Schaeffer, N. C., & Presser, S. (2003). The science of asking questions. *Annual Review of Sociology*, 29, 65-88. <https://doi.org/10.1146/annurev.soc.29.110702.110112>
- Whorton, R. et al. (2015). *Cognitive interview report: 2017 core student, teacher, and school questionnaires-Grades 4, 8, and 12*. Princeton, NJ: Educational Testing Service.