ELEVATING STUDENT VOICE
Student Educational Equity Development (SEED) Survey

Student Educational Equity Development (SEED) Survey

2023-2024 State Report

November 2024

OREGON DEPARTMENT OF EDUCATION
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Executive Summary

The Student Educational Equity Development (SEED) Survey is a questionnaire that is offered annually to all students in grades 3-11 across Oregon, pursuant to the requirements initially established by House Bill 2656 (2023). An alternate version (Alt-SEED) is available for students who participate in alternate assessments based on alternate academic achievement standards. 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. The surveys add quantitative and qualitative information that can be used to support a more comprehensive understanding of student performance when combined with other available sources of information, such as state summative test scores. Over 169,000 students (44% of all eligible students) participated in the 2023-2024 SEED Survey. Additionally, over 2,500 students were included in the Alt-SEED Survey. Key findings include:

Access to Learning Resources

- 78% of students in grades 3-11 indicated that they always had access to school supplies (e.g., paper, pencil).
- 71% of students in grades 3-11 said that internet connection or Wi-fi was always available to them.
- 11% of students in grades 3-11 reported that they did not have a quiet place to do school work.

Sense of Belonging

- 79% of students in grades 3-11 reported having representation of people who were like them and their family in their class assignments or readings.
- 91% of students in grades 3-11 felt that there were adults at school who cared about them.
- 83% of students in grades 3-11 said that they felt welcome at their school.

Opportunity to Learn

- 29% of students in grades 3, 6, and 9 said that they read for at least an hour each day outside of school and homework.
- 55% of students in grades 4, 7, and 10 indicated that they often got math help when they needed it.
- 60% of students in grades 8 and 10 reported that they often used evidence from experiments to explain why something happened in their science classes.
- 89% of students in grades 4-11 said that they learned about Native Americans and the Tribes in Oregon at school.

Self-Efficacy

- 66% of students in grades 3, 6, and 9 felt mostly or very confident that they could recognize the difference between fact and opinion in a text or story.
- 68% of 4th graders felt mostly or very sure that they could round $43.19 to the nearest dollar.

- 45% of 5th graders felt mostly or very sure that they could describe different ways to heat or cool water.

Independence (Alt-SEED students only)

- 92% of students in grades 3-8 and 11 had the chance to practice skills that pertain to safely navigating school and community spaces (e.g., crossing the street, interpreting signs).

Post-Graduation Planning

- Of the post-graduation experiences listed in this survey, students in grade 9-11 most often indicated that they were definitely considering employment (44%) and / or a 4-year college (41%).

Extracurricular Engagement

- 86% of students in grades 6-11 indicated that they had opportunities to be involved in extracurricular activities or clubs at their school.
- 58% of students in grades 6-11 said that they participated in extracurricular activities or clubs at their school.

Career/Technical Education

- 89% of students in grades 6-11 indicated that they were asked to connect what they were learning in their classes to potential careers at school.
- 81% of students in grades 9-11 reported that they interacted with business and industry professionals at school.

Well-Rounded Education

- 78% of students in grades 7-11 said that they had access to courses that would help them achieve their future goals.
- 77% of students in grades 7-11 felt that they had access to classes that aligned with their interests.

Introduction

The Student Educational Equity Development (SEED) Survey is an annual survey that is administered in K-12 schools across Oregon. The purpose of the survey is to center student voice by gathering information about students' schooling experiences in areas that impact learning in an effort to measure school quality. This information is intended to help Oregon Department of Education (ODE) leaders and staff increase understanding about Oregon students' needs, particularly those students who are marginalized. Additionally, information collected may be used to inform the development of resources that improve students' experiences and support social, emotional, and academic wellbeing. This report offers an overview of the 2023-2024 SEED Survey results.

Background

Prior to the development of the SEED Survey, the main types of student data ODE collected were administrative (e.g., disciplinary incidents, 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 could not capture the full context of students' experiences. More specifically, ODE lacked information about students' perceptions of their learning environment, the opportunities available to them at school, their confidence in their ability to demonstrate learning concepts, and their sense of belonging at school. Without additional contextual information like that provided by the SEED Survey, it was difficult to interpret available data in ways that helped identify critical questions for education systems to address.

ODE developed the SEED Survey as one way to collect data that is context-based and focuses not only on students' academic experiences at school, but also on their social and emotional experiences. Initially developed in 2020, the SEED Survey:

- Is offered to public school students in grades 3-11 in Oregon as a self-report questionnaire.
- Covers four to eight domains (more details can be found in the Survey Domains section of this report).
- Can be completed in 10 to 20 minutes either via a web browser or through the Oregon Statewide Assessment System (OSAS) secure browser.
- Is available in six languages: English, Spanish, Russian, Vietnamese, Mandarin, and Cantonese.
- Is offered to students who participate in alternate assessment via a version called Alt-SEED that is completed by educators.[1]

The design of SEED and Alt-SEED was informed by past research in the field of education and by feedback and input from community partners, including students. The surveys were piloted during the

[1] Due to technical difficulties, ODE was not able to offer Alt-SEED to students in grade 9 and 10 for the 2023-2024 administration but will be able to do so for next year.

2020-2021, 2021-2022, and 2022-2023 school years. In 2023, House Bill 2656 was passed which required all schools in Oregon to make the survey available to their students. The 2023-2024 school year was the first fully operational year for the surveys.

Data Justice

The SEED Survey represents one of the ways that ODE is working to fully embody a commitment to data justice.[2] Data justice asks us to critique traditional approaches to research and assessment as these approaches can harm, erase, and pathologize marginalized communities. Traditional approaches include those that value numeric (quantitative) data over other forms of data and locate knowledge and power solely with ODE. Additionally, traditional approaches include ones that are deficit-oriented, decontextualized, oversimplified, and hyper-individualized. In contrast, **a data justice approach is one that:**

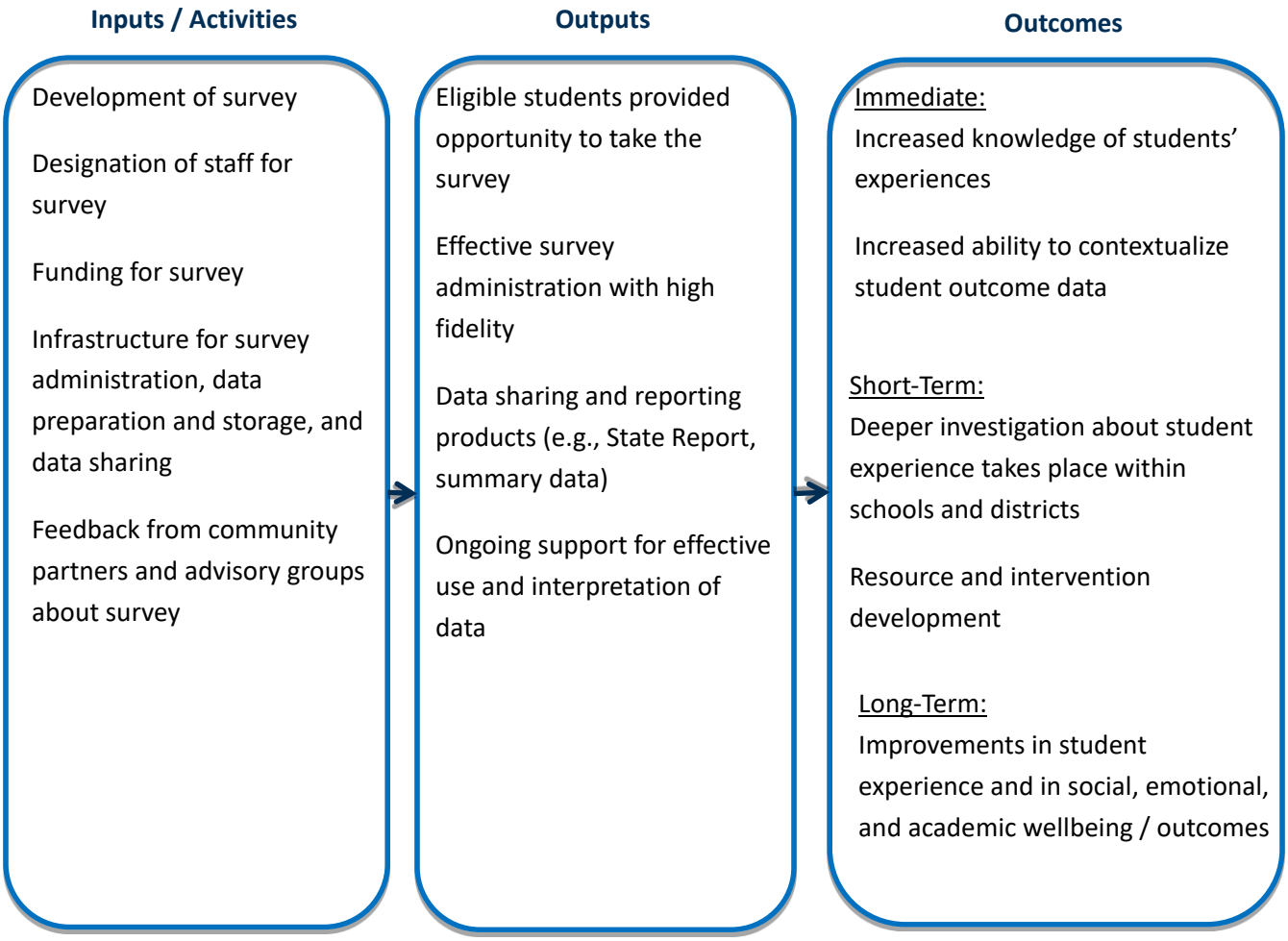
- values a range of sources of data
- honors community knowledge and shares power with community members
- recognizes and tends to complexity
- is contextualized
- makes community needs, challenges, strengths, and inequities visible
- uses data to promote lasting change in policies, practices, and procedures

To ensure that the SEED Survey is positioned to be effectively used as a tool for data justice, ODE developed a working logic model. This logic model is a visual representation of how the survey should lead to lasting change in the service of equity. It is flexible and subject to revision as SEED grows and develops. The components of the SEED logic model are:

1. **Inputs and Activities**[3]: Resources for the survey and actions related to the implementation of the survey
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-3 years after release of data), and long-term impacts of the survey (3+ years after release of data)

[2] To learn more about data justice, please explore resources from the Coalition of Communities of Color.
[3] Most logic models separate out inputs from activities, but for parsimony they are displayed together in this report.

Survey Logic Model



SEED and Alt-SEED Method

Who Participated?

SEED

A total of 169,508 students took the SEED Survey during the 2023-2024 administration, representing 44% of all eligible students in grades 3-11.[4] The highest participation included (see Figure 1):

- Elementary school students (57-62% of eligible students), then
- Middle school students (44-52% of eligible students), then
- High school students (25-29% of eligible students)

Figure 1. SEED Participation Percentages by Grade

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

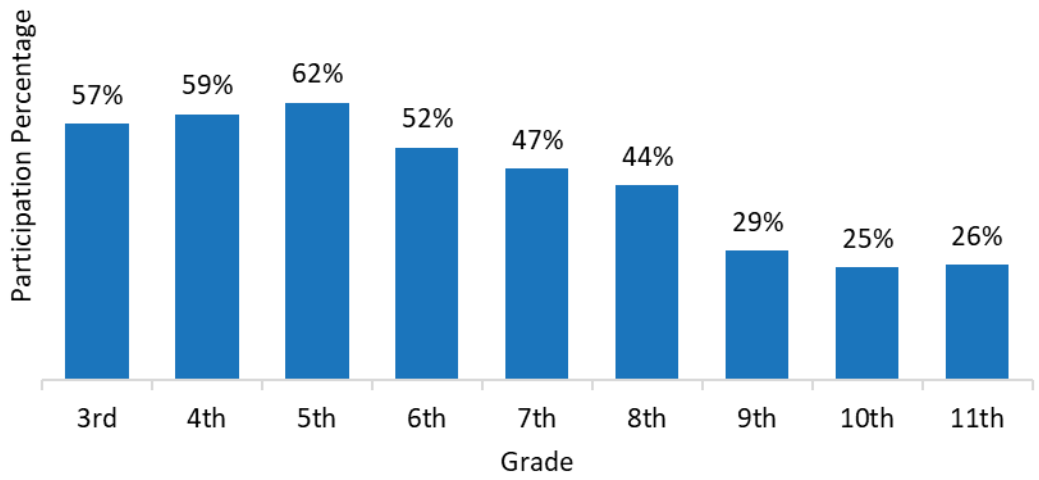


Table 3 provides information about the demographic breakdown of SEED respondents.

- About an equal percentage of females and males took SEED
- Approximately 1% of students who took SEED identified as non-binary

[4] 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 2024.

- Most students who took SEED were white (59%), followed by Hispanic/Latino/a/x (25%), Multiracial (8%), Asian (5%), Black/African American (2%), Native Hawaiian/Pacific Islander (1%), and American Indian/Alaska Native (1%)
- About 15% of the sample were English Learners
- 13% had Individual Education Plans (IEPs)
- 30% were classified as Students Experiencing Poverty[5]

The demographic composition of students who took SEED is comparable to the overall reported demographic composition of students in Oregon.[6]

Table 3. SEED Participation by Demographics

	Number	SEED Participation (%)	Oregon K-12 Demographics (%)
Gender			
Female	84,341	50%	48%
Male	84,303	50%	52%
Non-Binary	864	1%	1%
Race/Ethnicity			
American Indian/Alaska Native	1,292	1%	1%
Asian	8,498	5%	4%
Black/African American	3,582	2%	2%
Hispanic/Latino/a/x	42,521	25%	26%
Multiracial	12,720	8%	7%
Native Hawaiian/Pacific Islander	1,303	1%	1%
White	99,592	59%	58%
English Learner	25,006	15%	14%
IEP	22,395	13%	16%
Experiencing Poverty	50,438	30%	32%

Note. Percentages may not sum to 100 due to rounding.

[5] 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)].

[6] Current enrollment data may vastly underestimate the gender diversity of Oregon's students. This underestimation is likely due to limitations in ODE's measure of gender, such as it being restricted to three options – two of which conflate gender and sex. For more information, please see the Oregon Statewide Report Card and ODE's Supporting Gender Expansive Students Guidance.

Alt-SEED

A total of 2,512 students were included in the Alt-SEED Survey during the 2023-2024 administration.[7] Between 280 and 405 students were included in the Alt-SEED across each grade (see Figure 2).

Figure 2: Alt-SEED Participation Counts by Grade

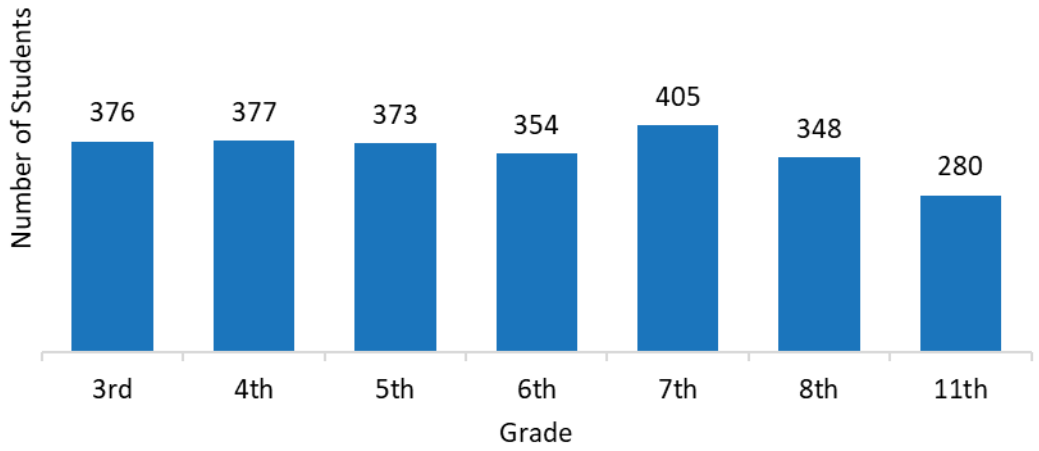


Table 4 shares demographic information about Alt-SEED students.

- More males (68%) than females (32%) were included
- Less than 1% of students were non-binary
- Half of the students were white (50%), followed by Hispanic/Latino/a/x (31%), Multiracial (7%), Asian (5%), Black/African American (4%), Native Hawaiian/Pacific Islander (2%), and American Indian/Alaska Native (2%)
- About 20% were English Learners
- 47% were classified as Students Experiencing Poverty[8]

The demographic composition of Alt-SEED students is comparable to the demographic composition of students who took the alternate statewide assessment.

[7] 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 2024.

[8] 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)].

Table 4. Alt-SEED Participation by Demographics

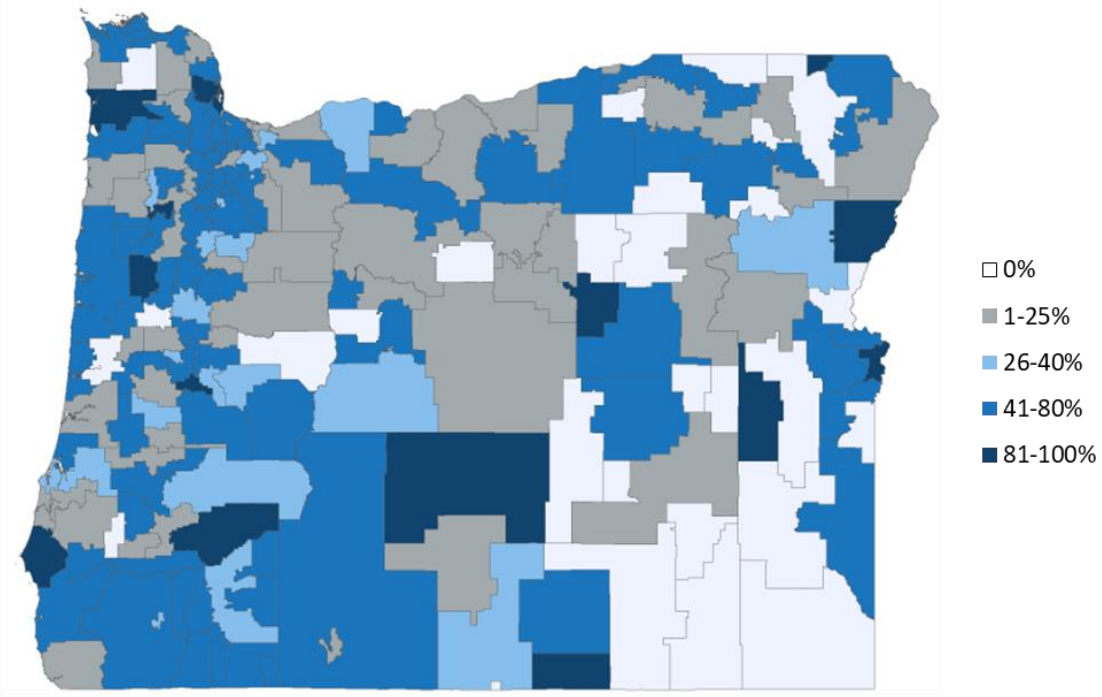
	Number	Alt-SEED Participation (%)	K-12 Alternate Assessment Demographics (%)
Gender			
Female	812	32%	32%
Male	1702	68%	69%
Non-Binary	*	<1%	<1%
Race/Ethnicity			
American Indian/Alaska Native	40	2%	2%
Asian	130	5%	5%
Black/African American	89	4%	4%
Hispanic/Latino/a/x	781	31%	31%
Multiracial	175	7%	7%
Native Hawaiian/Pacific Islander	43	2%	2%
White	1,256	50%	50%
English Learner	505	20%	19%
Experiencing Poverty	1187	47%	47%

Note. Percentages may not sum to 100 due to rounding.

SEED and Alt-SEED District Representation

Overall, 87% of districts in Oregon are represented by SEED and Alt-SEED data for this year. Some districts are better represented in the data than others due to higher levels of participation. More specifically, 1-25% of eligible students participated in either SEED or Alt-SEED in 27% of districts. Between 26-40% of eligible students participated in 11% of districts. 41-80% of eligible students participated in 42% of districts. Lastly, 81-100% of eligible students participated in 7% of districts. More detailed information about district representation can be found in the 2023-2024 State Level SEED Survey Response Summary Data file and the 2023-2024 State Level Alternate SEED Survey Response Summary Data file.

Map of District Representation



Survey Administration

SEED

For the 2023-2024 administration, school districts were responsible for making the survey available to eligible students and for communicating information about the survey to parents/guardians. More specifically, districts gave parents/guardians at least five days' notice that their student would be offered an opportunity to complete the survey and that they could opt their student out of participation either verbally or in writing.[9] Districts administered the survey to students in the Spring of 2024 during the school day. Administrators read out a script to students that explained the purpose of the survey and students were provided the option to take or to excuse themselves from the survey. Sometimes districts offered students extra opportunities outside of school time to complete the survey if that was the student's preference or if the student missed the initial opportunity to take it. The survey took about 10 to 20 minutes to complete and was taken online, either via a web browser or through the Oregon

[9] ODE developed notices for parents/guardians that districts could use but were optional. These notices were available in 14 languages.

Statewide Assessment System (OSAS) secure browser. It was available to Oregon students in six languages: English, Spanish, Russian, Vietnamese, Mandarin, and Cantonese.

Alt-SEED

Like SEED, school districts were responsible for administering Alt-SEED and for giving parents/guardians five days' notice with the option to excuse their child. Districts had educators who were most familiar with the students' educational experience complete the survey in the Spring of 2024 during the school day. The survey took about 10 to 20 minutes to complete and was taken either online through the OR.K12Test.com system or through a paper and pencil version. It was available in three languages: English, Spanish, and Russian.

Survey Domains

SEED

The SEED Survey was designed to measure eight domains: four of which are covered in some capacity across every grade (i.e., grades 3-11) and four of which are only covered in specific grades. Some domains are parsed into smaller areas, and others are not:

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 in relation to the Tribes in Oregon, as well as their 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/Technical Education:** 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.

The 2023-2024 SEED Survey also included one item for 6th-11th grade students that did not fit within the eight domains. This item was open-ended and asked if there was anything else students would like to add about their experience at school. This question was included based on input from student and community partners, who emphasized the importance of providing individuals with a space to freely express their thoughts and opinions.

SEED Survey domains vary by grade. Certain domains are included for some grades and excluded for others based on relevance (e.g., post-graduation planning is included in the survey for high school students but not in lower grades). Additionally, this approach helps to reduce the cognitive burden students would feel if they had to complete an exceptionally long questionnaire. The table below delineates which domains and areas are included for which grades.

Table 1. SEED Domains by Grade

Domain	Area	Grade Assessed								
		3	4	5	6	7	8	9	10	11
Access to Learning Resources		X	X	X	X	X	X	X	X	X
Sense of Belonging	Social Identity	X	X	X	X	X	X	X	X	X
	Comfortable at School	X	X	X	X	X	X	X	X	X
Opportunity to Learn	English Language Arts	X			X			X		
	Mathematics		X			X			X	
	Science			X			X			X
	Tribal History / Shared History		X	X	X	X	X	X	X	X
Self-Efficacy	English Language Arts	X			X			X		
	Mathematics		X			X			X	
	Science			X			X			X
Post-Graduation Planning								X	X	X
Extracurricular Engagement					X	X	X	X	X	X
Career/Technical Education					X	X	X	X	X	X
Well-Rounded Education		X	X	X		X	X	X	X	X
General Open-Ended Item					X	X	X	X	X	x

SEED Items

A list of all SEED items can be found on the SEED Survey webpage. While some items are consistent from one grade to the next, other items differ by grade. Differences are due to students' differing developmental needs and educational experiences. For example, the 3rd grade SEED Survey has fewer

items than the 6th grade survey and many of those items are at a lower reading level. Additionally, some of the items on the 3rd grade survey ask specifically about experiences relevant to 3rd graders, whereas some items on the 6th grade survey ask specifically about experiences relevant to 6th graders.

Alt-SEED

The Alt-SEED is a special adapted version of the SEED Survey that is meant to fit the context and needs of students who participate in the alternate statewide summative tests (i.e., students with significant cognitive disabilities).[10] The Alt-SEED was designed to measure four domains, three of which align with the SEED Survey and one of which is unique. Though some of the domains align with the SEED Survey, they should not be considered directly comparable. This is because the SEED and Alt-SEED domains are not always defined in the same way and are measured differently. The four Alt-SEED domains are:

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 define 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.

As with the SEED Survey, the 2023-2024 Alt-SEED also included one open-ended item that did not fit within the four domains which asked if there was anything else the respondent would like to add.

Unlike SEED, the Alt-SEED Survey domains do not vary by grade. Instead, all domains and areas are covered in each grade. Due to there being fewer domains covered in the Alt-SEED, it was not necessary to have grade-level variation. All domains could easily be covered in each grade without undue burden on the respondent. The below table helps to visualize the Alt-SEED domains and areas by grade.

[10] *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

Table 2. Alt-SEED Domains by Grade

Domain	Area	Grade Assessed						
		3	4	5	6	7	8	11
Access to Learning Resources		X	X	X	X	X	X	X
Sense of Belonging		X	X	X	X	X	X	X
Opportunity to Learn	English Language Arts	X	X	X	X	X	X	X
	Mathematics	X	X	X	X	X	X	X
	Science	X	X	X	X	X	X	X
Independence		X	X	X	X	X	X	X
General Open-Ended Item		X	X	X	X	X	X	X

Alt-SEED Items

A list of all Alt-SEED items can be found on the SEED Survey website. All Alt-SEED items are consistent from one grade to the next. Because the Alt-SEED is an educator-report survey, there was not a developmental need to have certain items vary by grade or be adapted to fit lower reading levels.[11]

[11] There are certain grade-specific experiences that the Alt-SEED cannot capture due to there being no grade-level variation in the items. Given the small number of students who qualify for this survey, ODE prioritized consistency across grades to improve analytic power.

Survey Findings

This report provides an overview of the response patterns from the 2023-2024 SEED and Alt-SEED Survey. More specifically, it includes state-level descriptive statistics for a selection of items for each survey domain. Descriptive statistics are parsed by grade when appropriate. ODE included only a sample of items in this report to increase readability and ease of presentation. For those who are interested, state-level descriptives parsed by grade for all SEED and Alt-SEED items can be found in the 2023-2024 State Level SEED Survey Response Summary Data file and the 2023-2024 State Level Alternate SEED Survey Response Summary Data file, respectively. Additionally, this report includes some quotes that were pulled from the SEED open-ended item. Quotes are purely illustrative and should not be considered representative of the true range of responses to the open-ended item.[12]

Access to Learning Resources

Access to Learning Resources refers to the degree to which a student can access technology and other educational tools, materials, or supports. Some resources are highly tangible, such as computers and textbooks. Other resources are nonmaterial or environmental, such as tutoring and having a quiet place to study. Research finds that students who have more learning resources available to them also have higher reading, language, math, and science skills.[13] This association may be because learning resources enable students to practice their academic skills more effectively and regularly.

[12] The notation system used for quotes is as follows: 1) ODE redacted potentially identifying information in quotes, such as the name of a student's teacher. This is notated using brackets and a descriptor (e.g., "Mrs. Smith" would be quoted as "Mrs. [name]"). 2) ODE corrected spelling errors and grammar in quotes to improve readability (e.g., "sciens" would be quoted as "science"). 3) If a portion of a response is removed, it is noted using an ellipse (e.g., "I love math…because my teacher is really helpful" would indicate that a portion of the response has been removed between "math" and "because"). 4) ODE sometimes added contextualizing information to a quote that is not a part of the direct response. If so, it is noted using brackets (e.g., "[It was] really fun to play on the soccer team together" would indicate that the phrase "[It was]" is not a part of the direct response).

[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

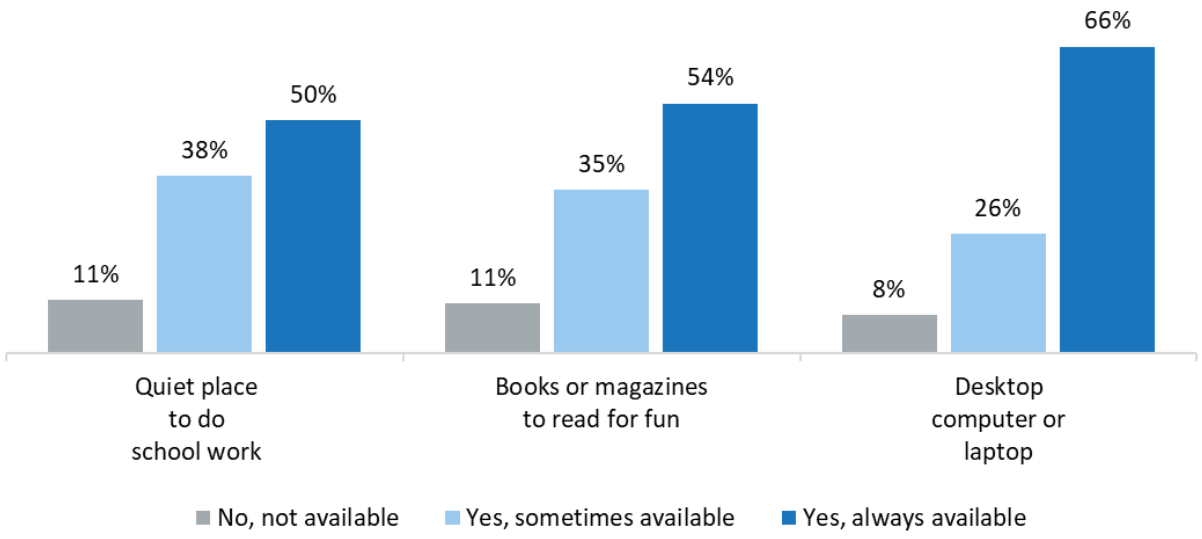
Marks, G. N., Cresswell, J., & Ainley, J. (2006). Explaining socioeconomic inequalities in student achievement: The role of home and school factors. *Educational Research and Evaluation*, *12*(2), 105–128. https://doi.org/10.1080/13803610600587040

The responses for five Access to Learning Resources questions from the SEED Survey are provided below. Students in 3rd-11th grade were asked about the availability of the following:

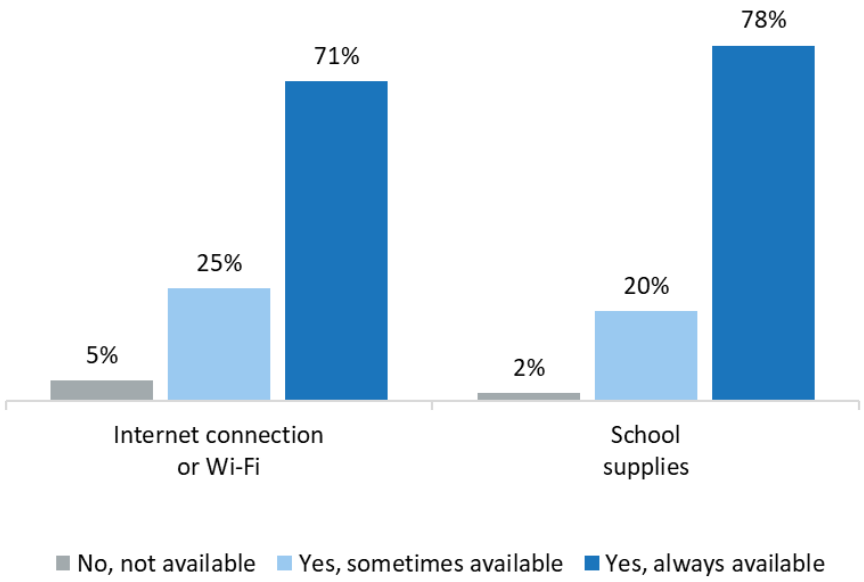
1. Quiet place to do school work
2. Books or magazines to read for fun
3. Desktop computer or laptop
4. Internet connection or Wi-Fi
5. School supplies (such as paper, pencil, etc.)

This year's SEED data suggests that most students feel that they have access to these essential learning resources. Figure 3 highlights students' response patterns to the five above questions. Only 2-11% of students reported that these resources were 'Not available'. Most students reported that they were 'Always available' (50-78%) or 'Sometimes available' (20-38%). School supplies were the most commonly available resource. The two least commonly available resources were having a quiet place to do school work and having access to books or magazines to read for fun. In this respect, 11% of students did not have access to a quiet place to do school work. 11% of students also did not have access to books or magazines to read for fun.[14]

Figure 3. Access to Learning Resources (Grades 3-11)



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



This report also includes summary data for three Access to Learning Resources questions from the Alt-SEED Survey. Educators reported on students in 3rd-8th grade and students in 11th grade about the availability of the following:

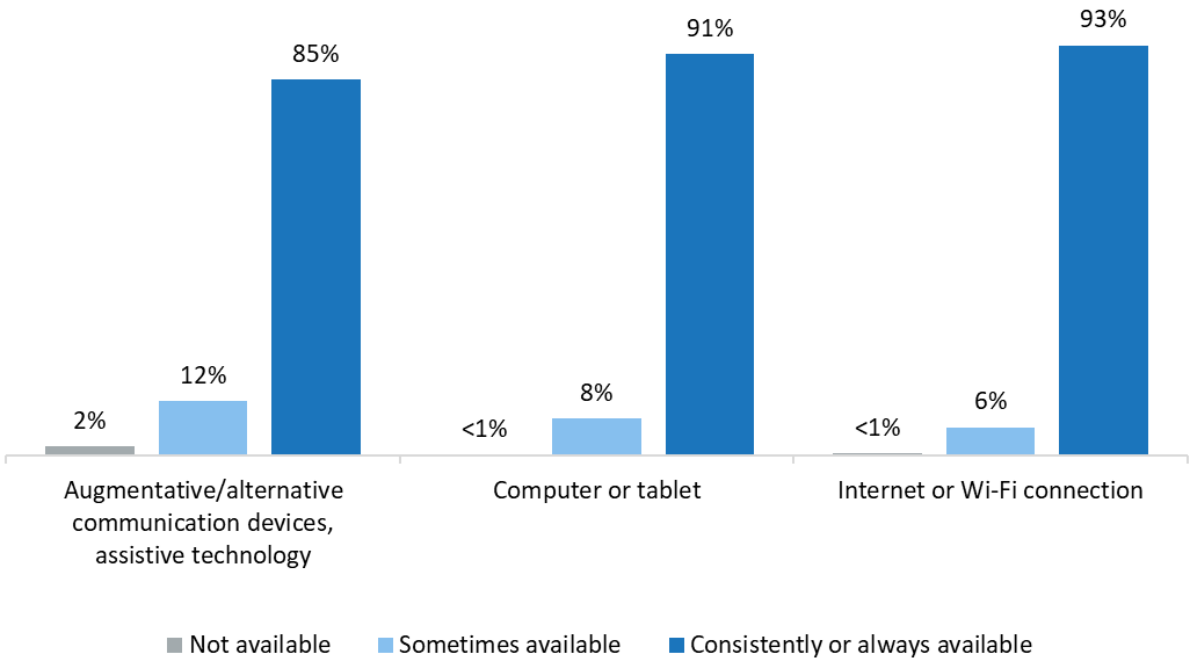
1. Augmentative / alternative communication devices, assistive technology
2. Computer or tablet
3. Internet connection or Wi-Fi

The majority of students were marked as having access to learning resources 'Consistently or always' (85-93%). Only 6-12% of students were marked as having access 'Sometimes', and even fewer (<1-2%) were marked as having no access (see Figure 4).[15]

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

Figure 4. Alt-SEED Access to Learning Resources (Grades 3-8 and 11)

Responses of 'Consistently available' and 'Always available' were collapsed together



Student Voice Spotlight[16]

Some quotes related to Access to Learning Resources are provided below. These quotes are from students who took the SEED Survey:

- "[My school is] absolutely awesome…you can use your computer to find the information you need to figure something out, and you get a decent amount of homework which is really fun to do."
- "Lately I've been struggling with the Chromebooks they give us, after a long period of time it seems that they don't work as well and now there have been many assignments that have been turned in incomplete because my Chromebook is too slow to save any of my progress."
- "There should be more of a quiet environment with comfortable seating other than the library to be able to study or do other schoolwork."

[16] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

Sense of Belonging

Sense of Belonging is defined as the ways in which a student feels welcomed, valued, cared for, and respected at school. The SEED Survey currently parses this domain into two smaller areas which are referred to as 1) Social Identity and 2) Comfortable at School.

Social Identity

Social Identity refers to 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. Research suggests that inclusive and culturally responsive teaching practices support students' academic wellbeing.[17] These associations may be because representation helps students feel connected to academic content and sends a message to students that their communities and lived experiences are valued.

In this report, ODE shares the response patterns for two Social Identity items from the SEED Survey. Students in 3rd- 11th grade were asked to respond to the following questions:

1. Think about your assignments from this school year. How often did they have pictures or stories of people who are like you and your family?
2. Think about the things you read in class this school year. These things could be articles, stories, or books. How often did they show people who are like you and your family?

Most students (79%) indicated a response other than 'Never' to these two questions (see Figure 5). More specifically, 29-31% of students indicated that they 'Rarely' had assignments or readings that included people who were like them or their family. 35-37% of students reported that they were

[17] 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

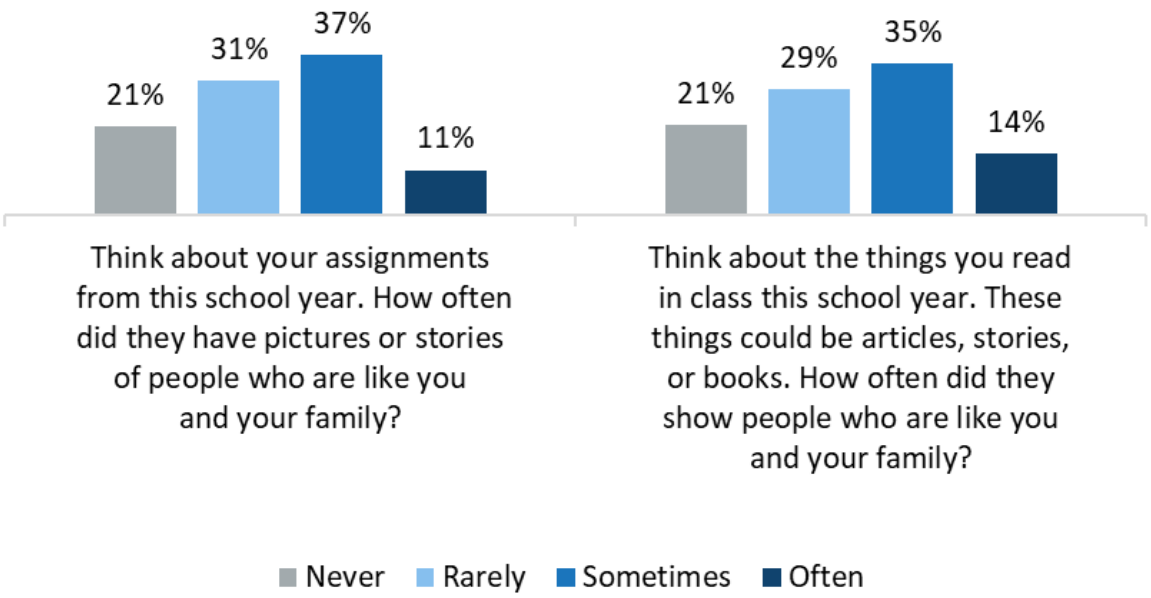
Saleem, F., Legette, K., & Byrd, C. (2022). Examining school ethnic-racial socialization in the link between race-related stress and academic well-being among African American and Latinx adolescents. *Journal of School Psychology, 91*, 97-111. https://doi.org/10.1016/j.jsp.2022.01.001

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

'Sometimes' represented in school assignments and readings, and 11-14% reported that they 'Often' were represented.[18]

Figure 5. Sense of Belonging - Social Identity (Grades 3-11)



Student Voice Spotlight[19]

Below are a few quotes from students who took the SEED Survey that relate to Social Identity:

- "My school is a great community and strongly embraces different cultures."
- "I would like there to be more opportunities to learn about African American culture and history. I would like my school system/district to teach students about Black culture."
- "I feel like in our curriculums we should show more perspectives of underrepresented groups and problems they may face today."

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

[19] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

Comfortable at School

Comfortable at School refers to the ways in which students feel socially and emotionally connected to school. Social connections include positive relationships with teachers, staff, and other students. Emotional connections include positive beliefs and perceptions about school, such as liking school and feeling welcome. Past research has found that students who are more socially and emotionally connected to school also have higher test scores.[20] Prior analysis using SEED pilot data did not explore associations with test scores, but similarly found associations between connection and being 'on-track' for graduation.[21] Positive associations may be due to the ways in which social connection (and social exclusion) is intimately connected to students' cognitive development and executive function.[22]

This report highlights three Comfortable at School questions from the SEED Survey. Students in 3rd to 11th grade were asked how much they agreed or disagreed with the following statements:

1. I like going to school
2. I feel welcome at school
3. There are adults at my school who care about me

Overall, a majority of students indicated that adults at school cared about them (91%) and that they felt welcome at school (83%). Fewer students (62%) – albeit still the majority – indicated that they liked going to school (see Figure 6). When exploring response patterns across grades, there appears to be a drop in students' perceptions of all three items during middle school (see Figure 7 and Table 3).[23]

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[20] 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

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,* 619-628. https://doi.org/10.1007/s10964-005-8950-4

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

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

[22] 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

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

Figure 6. Sense of Belonging - Comfortable at School (Grades 3-11)

'Strongly disagree' and 'Disagree' were combined and labeled as 'Disagree; 'Strongly agree' and 'Agree' were combined and labeled as 'Agree'

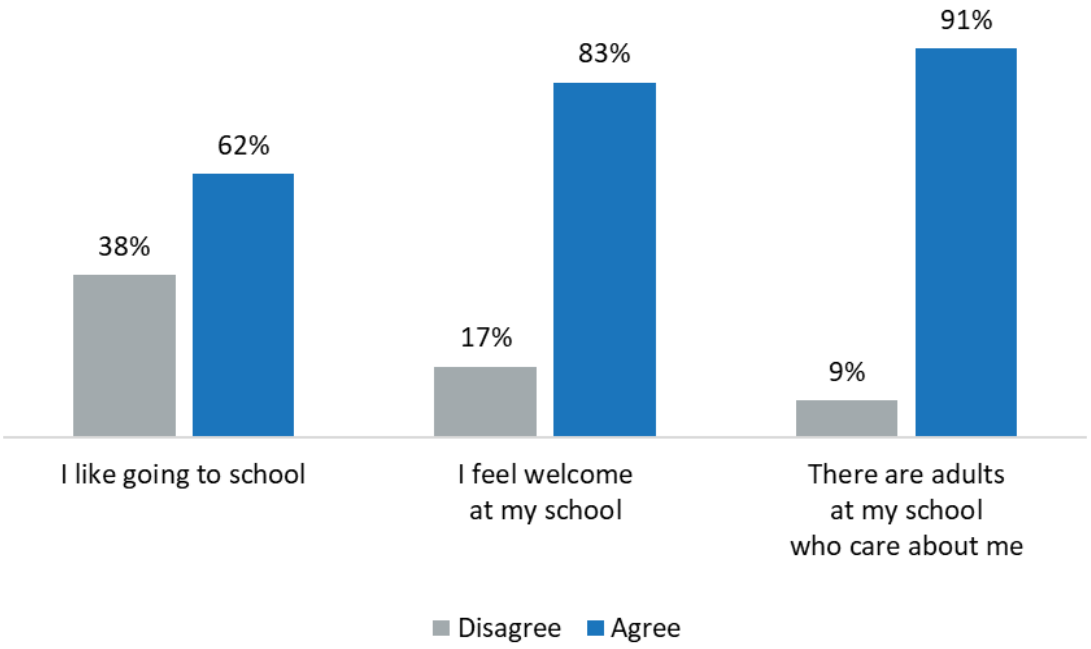


Figure 7. Percent of Students Who Agreed with three Sense of Belonging - Comfortable at School Items, by Grade

'Strongly agree' and 'Agree' were combined and labeled as 'Agree'

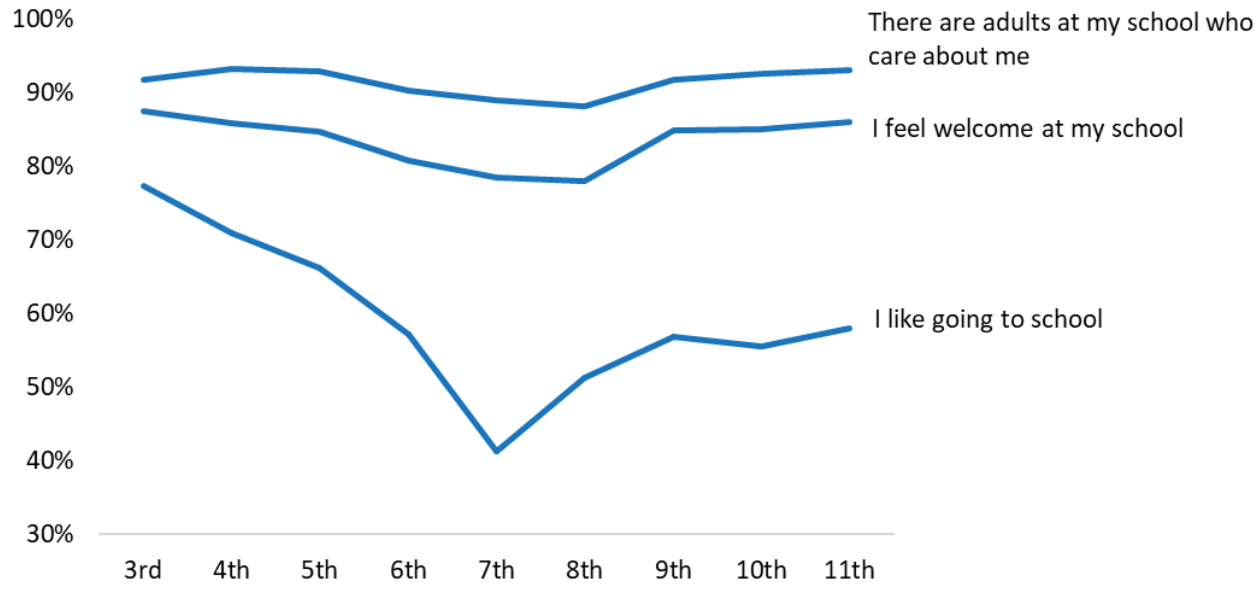


Table 3. Percent of Students Who Agreed with three Sense of Belonging - Comfortable at School Items, by Grade

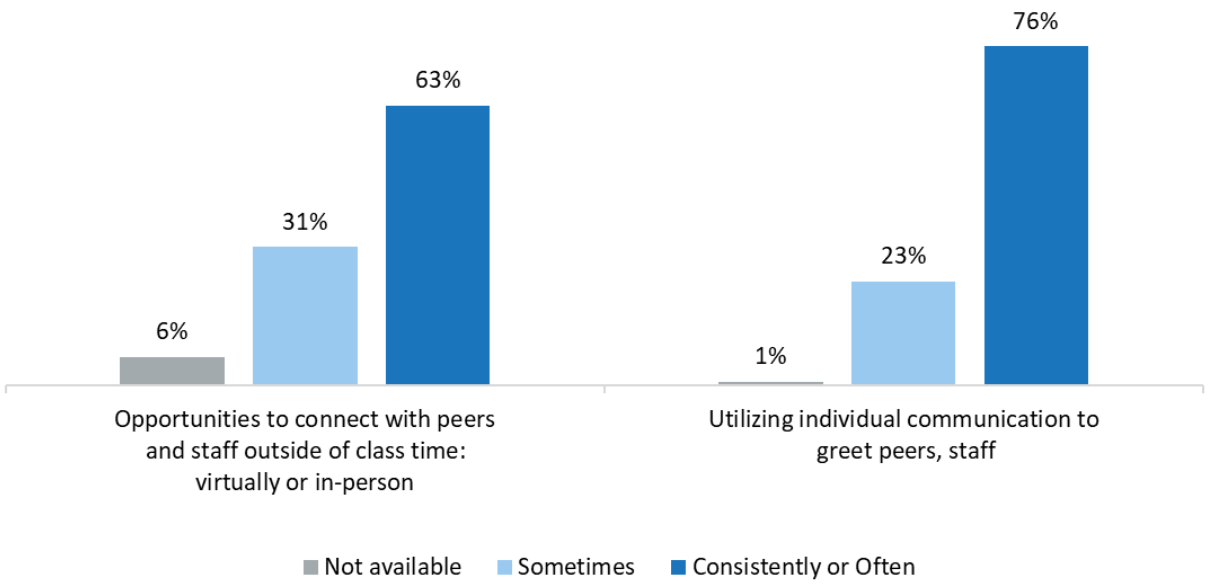
	There are adults at my school who care about me	I feel welcome at my school	I like going to school
3rd	92%	87%	77%
4th	93%	86%	71%
5th	93%	85%	66%
6th	90%	81%	57%
7th	89%	78%	41%
8th	88%	78%	51%
9th	92%	85%	57%
10th	93%	85%	56%
11th	93%	86%	58%

In this report, data are also shared for two Sense of Belonging items from the Alt-SEED Survey. Educators indicated how frequently students in 3rd-8th grade and students in 11th grade were involved in the following:

1. Opportunities to connect with peers and staff outside of class time: virtually or in-person
2. Utilizing individual communication to greet peers, staff

Educators indicated that most students had such experiences 'Consistently or Often' (63-76%), while fewer had them 'Sometimes' (23-31%), and even fewer had no opportunities (1-6%). Figure 8 provides a visualization of these response patterns.[24]

Figure 8. Alt-SEED Sense of Belonging (Grades 3-8 and 11)
'Consistently' and 'Often' were collapsed together



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

Student Voice Spotlight[25]

A selection of quotes related to Comfortable at School are shared in the bullets below. These quotes are from students who participated in the SEED Survey:

- "The teachers are amazing and do a really good job at teaching kids and making them feel welcome no matter what. They are always there for you and will help you every step of the way. The staff members are the same, they will not stop helping you unless you understand what is going on."
- "I believe most of the teachers are very invested in their students and their interests outside of school. Our counselors are very good, and I can tell they really care about the students."
- "At my school I feel like the teachers/staff members aren't that welcoming. For example, when I was in elementary school all the teachers and staff in the office would know your name and know YOU. But I feel like it's not the same in middle school, I mean of course there are way more students; but I felt really welcomed and loved at my elementary school, so I hope I can feel the same way here."

Opportunity to Learn

Opportunity to Learn (OTL) refers to students' learning experiences within the classroom. Some opportunities are interactive, such as working in a group or having a class discussion. Other opportunities relate to the kind of academic support students receive or the kind of resources that are used and available in their classroom. Additionally, still other opportunities specifically pertain to subject coverage and engagement. Research has consistently found that students who have more OTL also have higher academic skills and test scores.[26] This association may be because OTL provides students with the room to build their academic skills and knowledge base. The SEED Survey currently divides OTL into four subject areas: 1) English Language Arts, 2) Math, 3) Science, and 4) Tribal History / Shared History.

[25] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

[26] 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

English Language Arts (ELA)

In Figures 9, 10, and 11 ODE summarizes students' responses to five OTL English Language Arts (ELA) items. Students in 3rd, 6th, and 9th grade indicated how often they did the following in their ELA class:

1. Have a class discussion about something that the whole class has read
2. Work in pairs or small groups to talk about something that you have read

Students also answered the questions:

3. How often did your teacher ask you to write about what you read?
4. How often did you borrow books or magazines from your classroom library, school library, or media center?
5. Besides doing homework, how much time do you spend reading outside of school? [27]

In general, most students reported experiencing the first four aforementioned OTL ELA items 'Sometimes' (29-36%) or 'Often' (34-54%). Fewer students said that they had these experiences 'Rarely' (11-21%) and even fewer indicated that they 'Never' had these experiences (6-11%; see Figures 9 and 10). When comparing the four questions to one another, students most frequently reported that they were asked to write about what they read. In terms of the last OTL question, most students indicated that they read about 30 minutes or less a day (71%). Fewer students reported reading 'About 1 hour a day' (17%) or '2 or more hours a day' (13%; see Figure 11).[28]

[27] The language of OTL ELA items occasionally slightly varies across grades to account for developmental and reading-level differences. For example, the language of the first item is different among 3rd graders and instead says: 1) "Talk with the whole class about something the class has read".

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

Figure 9. Opportunity to Learn ELA (Grades 3, 6 and 9)

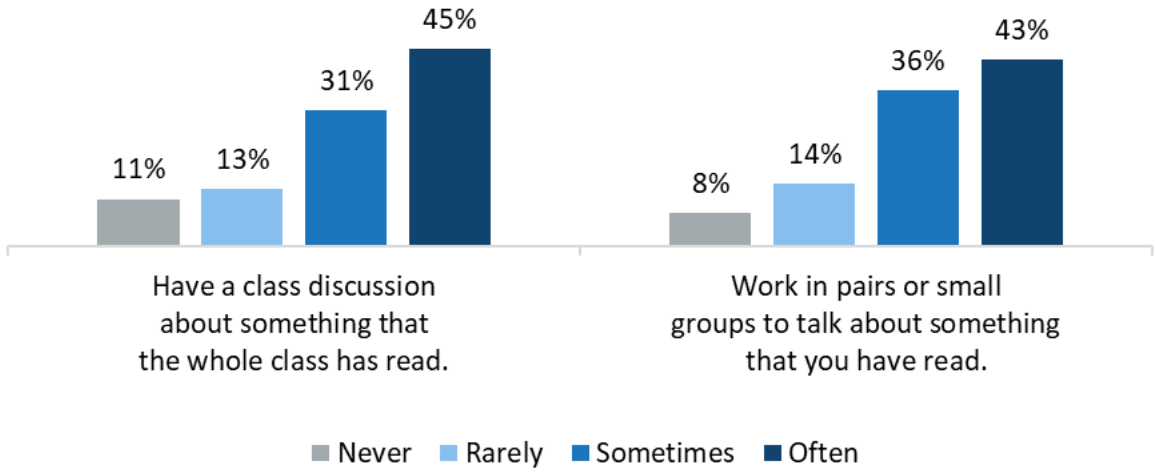


Figure 10. Opportunity to Learn ELA (Grades 3, 6 and 9)

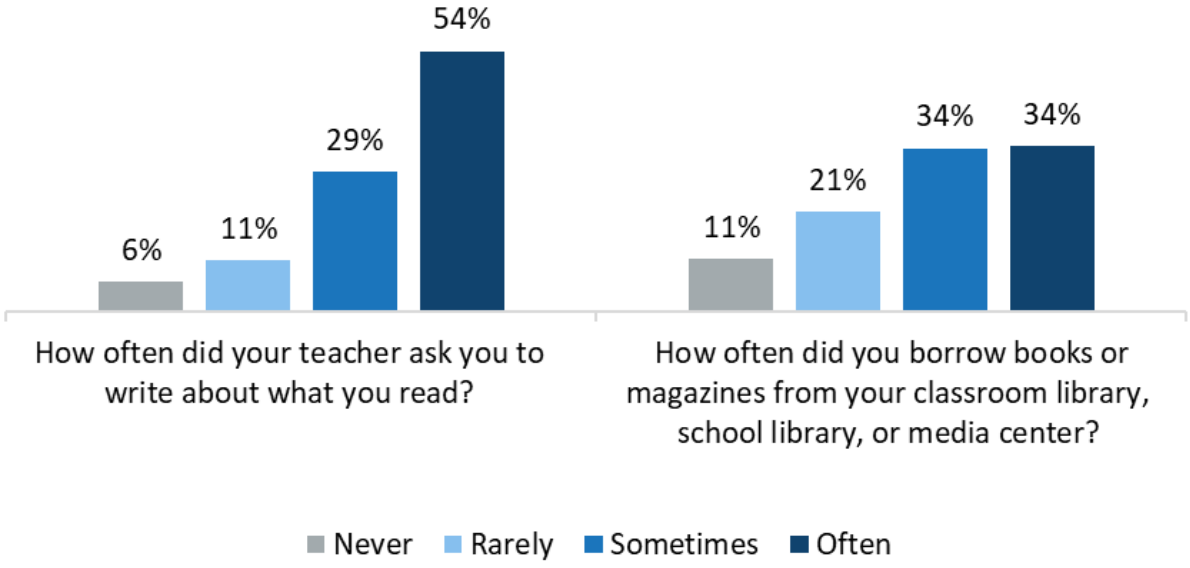
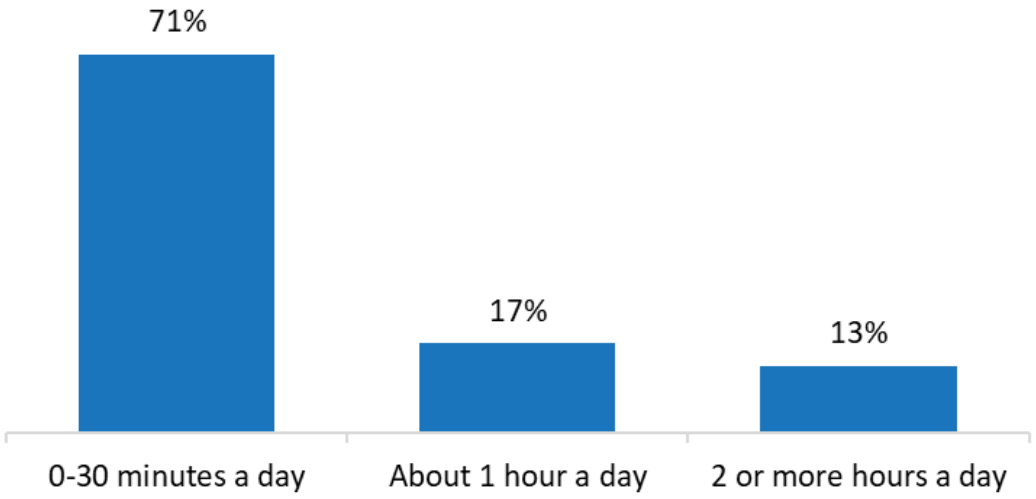


Figure 11. "Besides Doing Homework, How Much Time do you Spend Reading Outside of School?" (Grades 3, 6 and 9)

Responses of 'Less than 30 minutes a day' and 'About 30 minutes a day' were combined

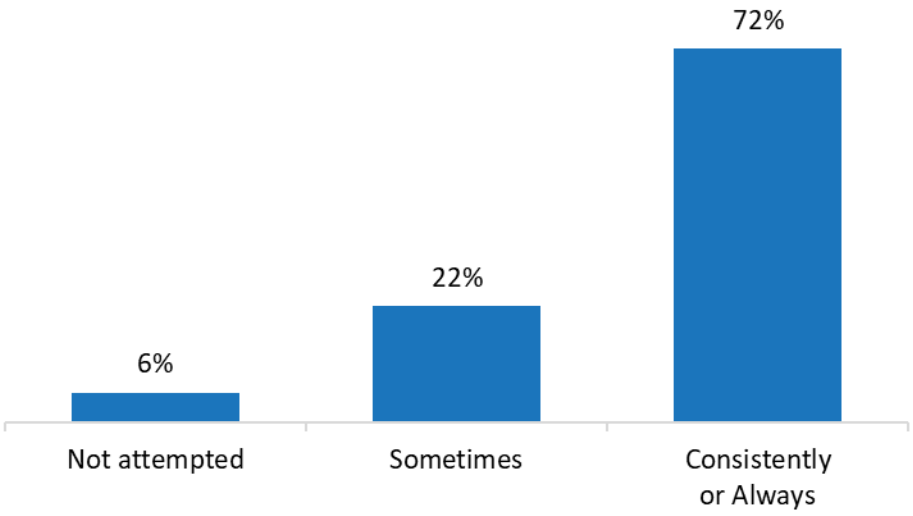


This report also includes summary data for one OTL ELA question from the Alt-SEED Survey. Educators were asked to indicate how frequently students in 3rd to 8th grade and students in 11th grade were provided with the following learning opportunity: "Identifying different types of written communication (i.e., books, magazines, newspapers, or websites)". According to educators, most students were given this opportunity 'Consistently or Always' (72%), followed by 'Sometimes' (22%). This opportunity was 'Not attempted' with 6% of students (see Figure 12).[29]

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

Figure 12. Alt-SEED "Identifying Different Types of Written Communication (i.e., Books, Magazines, Newspapers, or Websites" (Grades 3-8 and 11)

Responses of 'Consistently' and 'Always' were collapsed together



Student Voice Spotlight[30]

The following quotes are related to students' OTL ELA and come from students who took the SEED Survey:

- "I learned a lot this year in language arts."
- "I love writing and our writing class."
- "In the school library, it has good books to read."
- "I don't read a lot every day but when I get into a book, I could read it for like 6 hours every day."

Mathematics

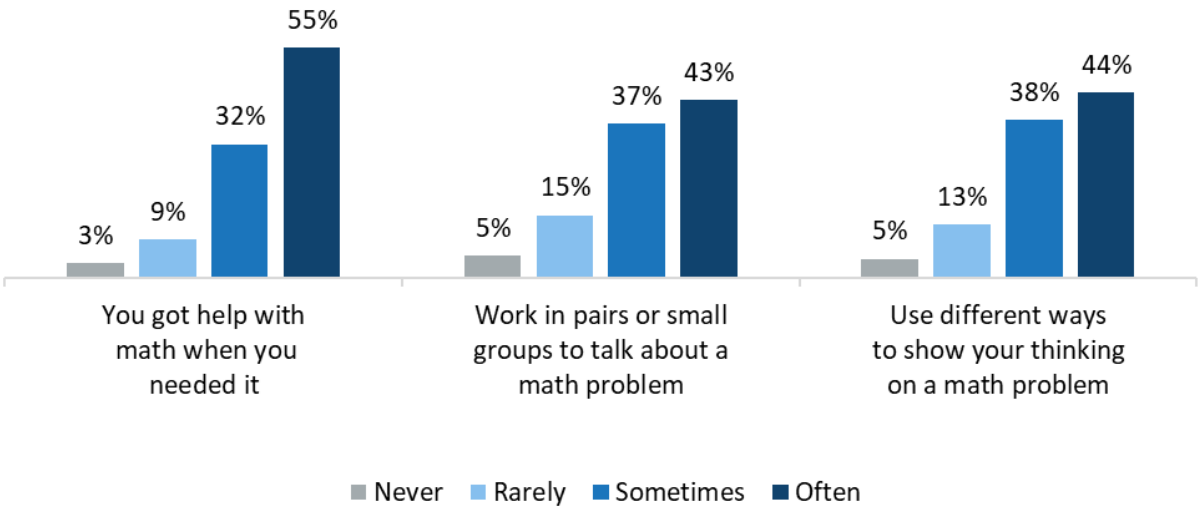
We share three OTL Mathematics questions from the SEED Survey in the figures below. Students in 4th, 7th, and 10th grade were asked the frequency at which they had the following experiences in math class:

[30] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

1. You got help with math when you needed it
2. Work in pairs or small groups to talk about a math problem
3. Use different ways to show your thinking on a math problem (such as draw a picture, tell a story, or write an equation)

Most students indicated that they experienced these OTL Mathematics items 'Sometimes' (32-38%) or 'Often' (43-55%). Fewer students indicated that they 'Rarely' (9-15%) had these experiences and even fewer indicated that they 'Never' (3-5%) had these experiences. When comparing the three questions to one another, students most frequently reported that they got help with math when they needed it (see Figure 13).[31]

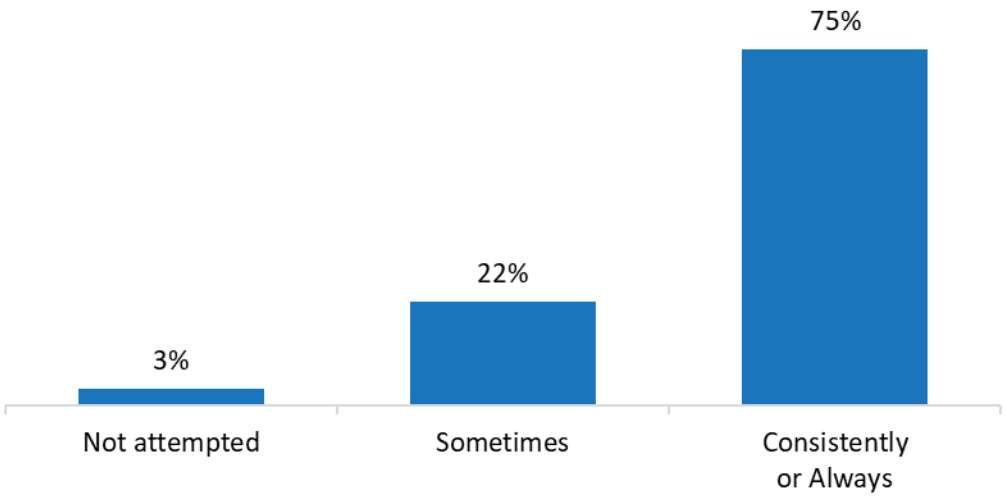
Figure 13. Opportunity to Learn Mathematics (Grades 4, 7 and 10)



Data are also shared for one OTL Mathematics question in the Alt-SEED Survey, which asked educators how frequently 3rd to 8th graders and 11th graders were given the opportunity to: "Identify concepts of less, more and same". Educators indicated that three out of four (75%) of students were afforded this opportunity 'Consistently or Always'. Comparatively, 22% of students were given this opportunity 'Sometimes', and there were only 3% of students for which this opportunity was 'Not Attempted' (see Figure 14).[32]

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

Figure 14. Alt-SEED "Identify Concepts of Less, More and Same" (Grades 3-8 and 11)
'Consistently' and 'Always' were collapsed together



Student Voice Spotlight[33]

The following quotes are connected to students' OTL Mathematics. Quotes are from students who took the SEED Survey:

- "I looooooove my math class, the teacher is so nice, and I actually learn."
- "My classes aren't challenging me enough, especially math."

Science

SEED data for five OTL Science questions can be found in Figures 15 and 16. Two of these questions were asked specifically to 5th graders and the other three questions were asked to both 8th and 11th graders.[34] Students in 5th grade were asked how often they did the following activities in their science class:

1. Put information you collect into a table or graph
2. Use evidence to explain why something happens

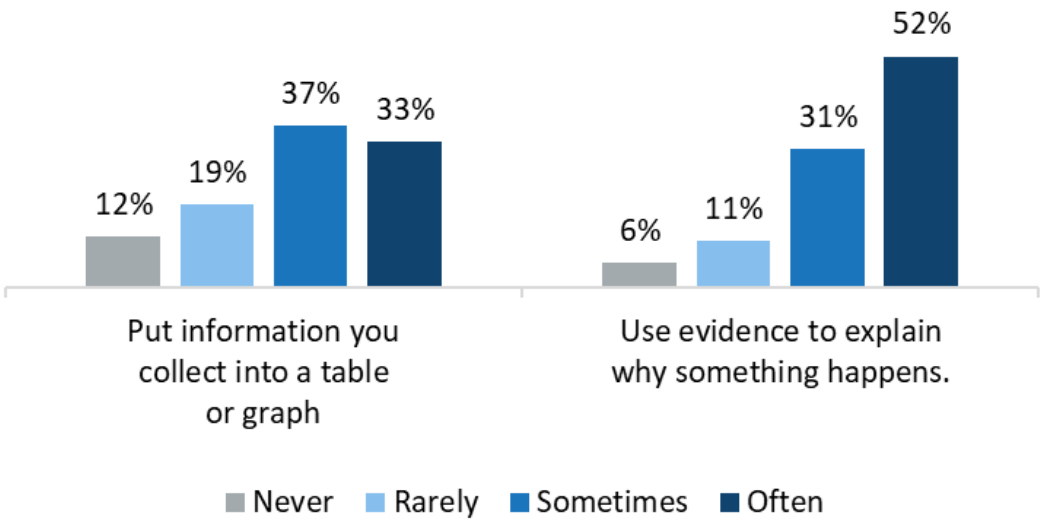
[33] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.
[34] SEED includes OTL Science in grades 5, 8, and 11 because the state summative science test occurs at these grades.

Students in 8th and 11th grade were similarly asked to indicate the frequency in which they did the following in science class:

3. Use tables or graphs to identify relationships between variables
4. Use evidence from experiments to explain why something happens
5. Use factual information to disagree with someone about a scientific idea

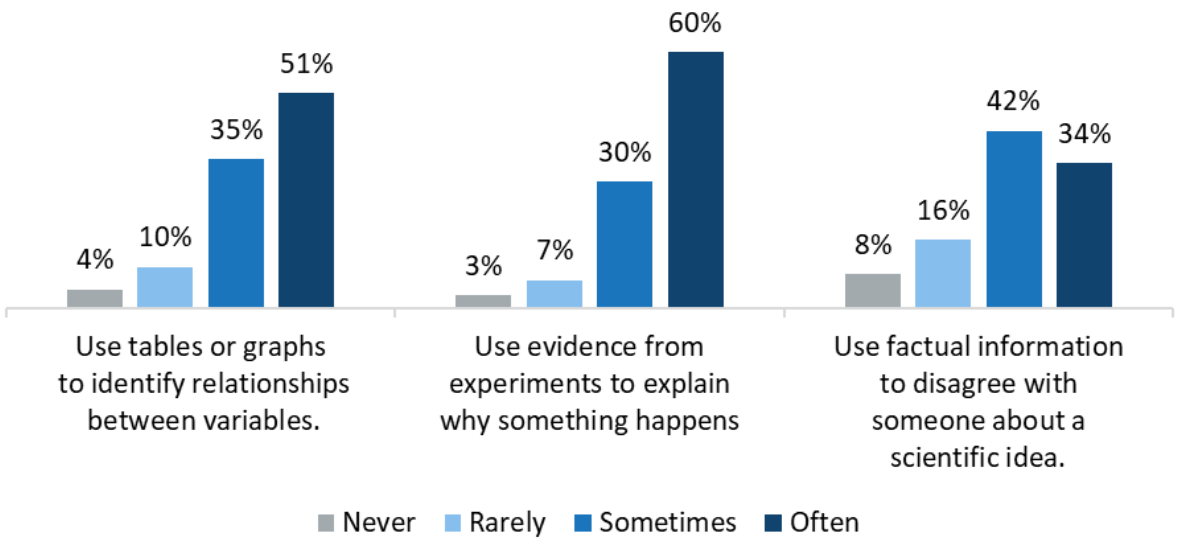
Most students indicated that they had experienced the aforementioned OTL Science items 'Sometimes' or 'Often'. More specifically, 52% of 5th graders reported that they 'Often' used evidence to explain why something happens and another 31% said that they 'Sometimes' did this activity. Fewer 5th graders, albeit still the majority, reported that they 'Often' (33%) or 'Sometimes' (37%) put information into a table or graph. Between 11-19% of 5th graders said that they 'Rarely' did these two OTL Science items and 6-12% said that they 'Never' did them (see Figure 15). Similarly, 34-60% of 8th and 11th graders reported that they 'Often' experienced the last three OTL Science items and additional 30-42% shared that they 'Sometimes' experienced these items in their science class. Fewer students indicated that they 'Rarely' (10-16%) or they 'Never' (3-8%) had these experiences. When looking across the three OTL Science items in 8th and 11th grade, students reported that they most frequently were given the opportunity to use evidence from experiments to explain why something happens (see Figure 16).[35]

Figure 15. Opportunity to Learn Science (Grade 5)



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

Figure 16. Opportunity to Learn Science (Grades 8 and 11)



In Figures 17 and 18 ODE provides data for two earth science questions. One question is from SEED and the other is from Alt-SEED. These two questions highlight the similarities and differences in the two surveys. In the SEED Survey, 8th and 11th graders were asked: "How often did you learn about models of the sun, moon, or earth (such as layers of the earth, geosphere, or bodies in our solar system)?"Similarly, in the Alt-SEED educators indicated how often 3rd to 8th and 11th graders were asked to: "Communicate about the current weather outside." A little over three fourths of students who took the SEED Survey indicated that they 'Sometimes' (37%) or 'Often' (40%) learned about the sun, moon, or earth. Comparatively, fewer students said that they 'Rarely' (16%) or 'Never' (7%) learned about these models. For the Alt-SEED, educators reported that 83% of students 'Consistently or Always' were asked to communicate about the weather. 15% of students were marked as 'Sometimes' being asked to communicate about the weather and 2% were never asked to do this activity.[36]

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

Figure 17. "How Often did you Learn about Models of the Sun, Moon, or Earth (such as Layers of the Earth, Geosphere, or Bodies in our Solar System)?" (Grades 8 and 11)

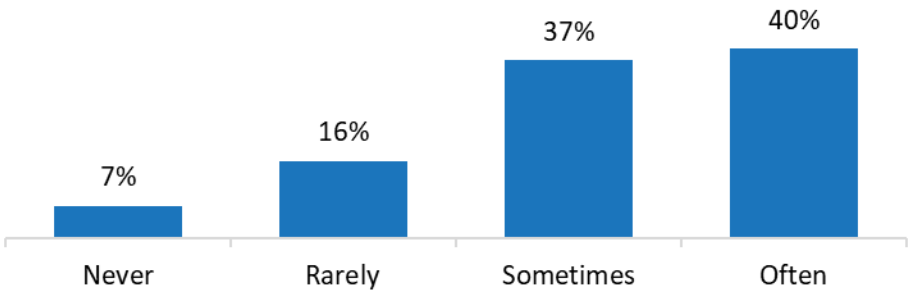
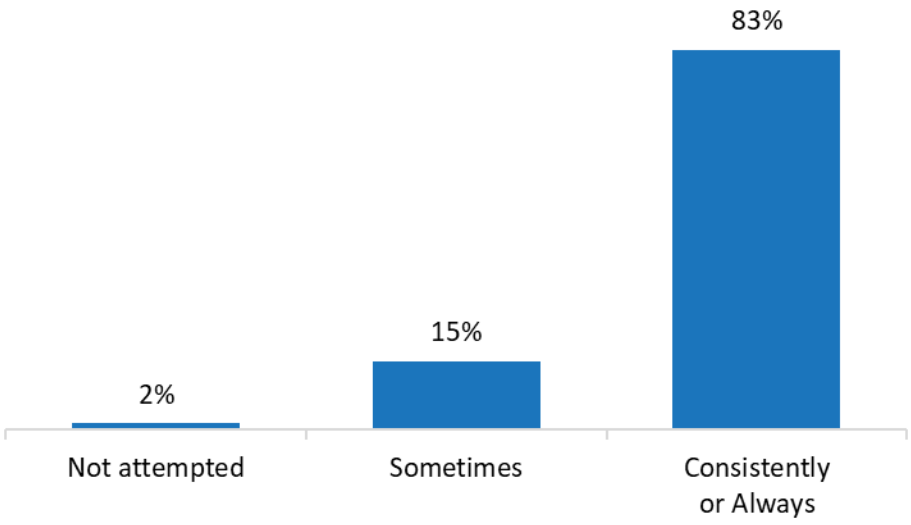


Figure 18. Alt-SEED "Communicate about the Current Weather Outside" (Grades 3-8 and 11)
'Consistently' and 'Always' were collapsed together



Student Voice Spotlight[37]

A few quotes related to students' OTL Science are provided in the bullets below. Quotes come from students who took the SEED Survey:

- "I like how my...science teacher Mr. [name] is always having us see new things, and experiment with new materials."
- "I enjoy the way they teach science here, I like the hands on and experimental aspect of the class. It never feels boring or repetitive because we're always learning something new."
- "You learn a lot in science like how to use a microscope it is so fun."

Tribal History / Shared History

Students' OTL Tribal History / Shared History is somewhat unique when compared to the other OTL subject areas. It refers to students' exposure to information about Tribes in Oregon, both in and out of school. Similar to Sense of Belonging – Social Identity, Tribal History / Shared History speaks to the ways in which students are able to access an education that is inclusive and accurately represents the history, strengths, culture, and current issues relevant to a community that has experienced and continues to experience marginalization.[38] Research has found that students who learn about their own and other cultures, as well as about the realities of oppression, have better social and academic outcomes.[39] Positive associations with social outcomes may be due to increased empathy, perspective-taking, and understanding across students from different backgrounds. Positive associations with academic outcomes suggest that inclusive education is engaging and supportive for all students, not solely those with marginalized identities.

ODE shares descriptive findings for one OTL Tribal History / Shared History question from students in 4th-11th grade. Students were asked: "How often do you learn at school about Native Americans and the Tribes who live in Oregon?" SEED data suggest that most students in Oregon feel they have access to

[37] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

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

[39] 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

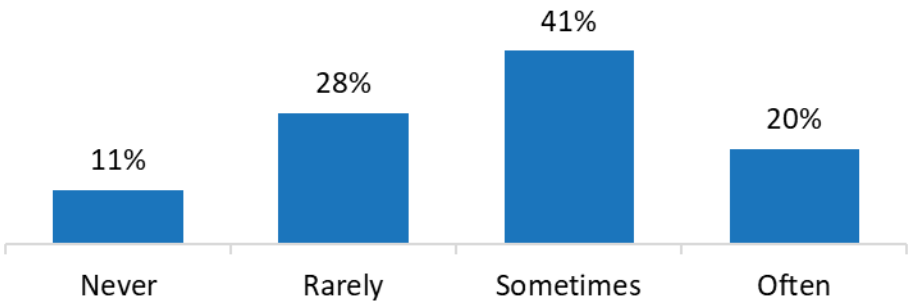
Wang, M., Henry, D., & Toro, J. (2022). Do Black and white students benefit from racial socialization? School racial socialization, school climate, and youth academic performance during early adolescence. *American Educational Research Journal, 60(2),* 405-444. https://doi.org/10.3102/00028312221134771

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

education about Native Americans and the Tribes in Oregon (See Figure 19). Overall, 11% of students reported that they 'Never' learned about Native Americans and the Tribes in Oregon at school. Most students reported that they 'Rarely' (28%) or 'Sometimes' (41%) learned this information, and 20% of students said that they 'Often' learned this information.[40]

When looking across grades, 4th and 5th grade students reported the highest access to Tribal History / Shared History. About 94% of 4th and 5th graders indicated a response other than 'Never' to the question, "How often do you learn at school about Native Americans and the Tribes who live in Oregon?", followed by 6th and 8th graders where 90-92% indicated a response other than 'Never'. Students in 7th grade and students in 9th-11th grade reported the lowest access to Tribal History / Shared History (80-83%; see Figure 20 and Table 4).

Figure 19. "How Often do you Learn at School about Native Americans and the Tribes who Live in Oregon?" (Grades 4-11)



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

Figure 20. Percent of Students Who Report That They Have Learned about Native Americans at School, by Grade

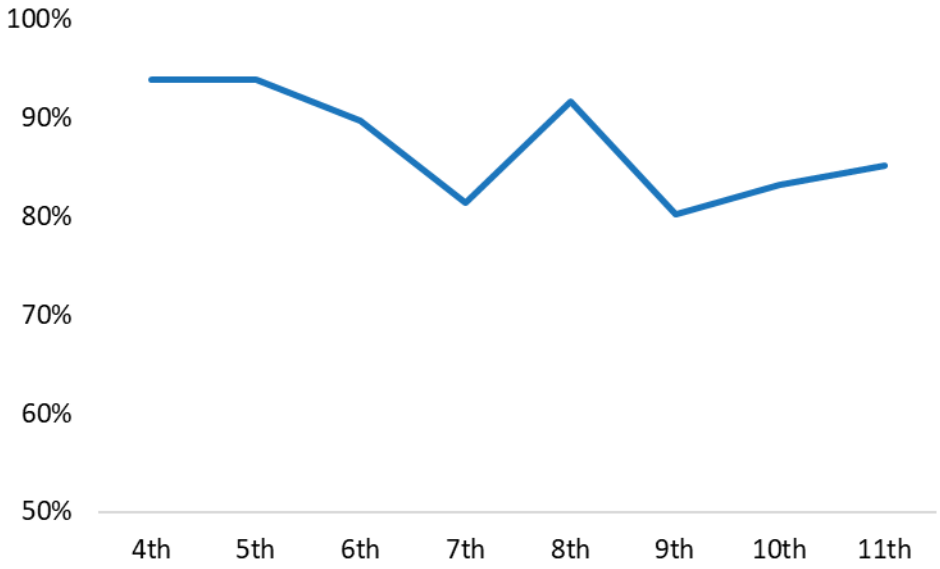


Table 4. Percent of Students Who Report That They Have Learned about Native Americans at School, by Grade

	Percent
4th	94%
5th	94%
6th	90%
7th	81%
8th	92%
9th	80%
10th	83%
11th	85%

Student Voice Spotlight[41]

The following quotes come from students who took the SEED Survey. Quotes are related to students' OTL Tribal History / Shared History:

[41] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

- "As far as learning about Native Americans, I don't believe we take enough time to teach students about them and their culture. We should have an elective class on Native Americans or have more guest speakers from the confederated tribes of Oregon."
- "I wish that we'd be taught about the Native Americans more…every now and then I'll see something in a textbook or whatnot, but they (the teachers & school system) don't really go out of their way to teach about them."

Self-Efficacy

Self-efficacy refers to how confident students are in their academic skills and abilities. Self-efficacy can be measured in a general sense, or it can be broken down by subject area. The SEED Survey asks about three subject areas: 1) English Language Arts, 2) Mathematics, and 3) Science. Research suggests that self-efficacy predicts a host of positive academic outcomes such as higher grades and standardized test scores. Additionally, this work finds that subject-specific self-efficacy tends to be a stronger predictor of academic outcomes than more general measures. [42] One reason for these associations could be that students who feel more confident in their skills put more time and effort into tasks related to that skill.[43]

English Language Arts (ELA)

In this report, ODE describes students' responses to three ELA Self-Efficacy questions. Two of these questions were asked to 3rd, 6th, and 9th graders and the third question was only asked to 6th and 9th graders. Students in 3rd, 6th, and 9th grade indicated their confidence in the following statements:

1. I can figure out the meaning of a word I don't know by using other words in a text
2. I can recognize the difference between fact and opinion in a text or story

---

[42] 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

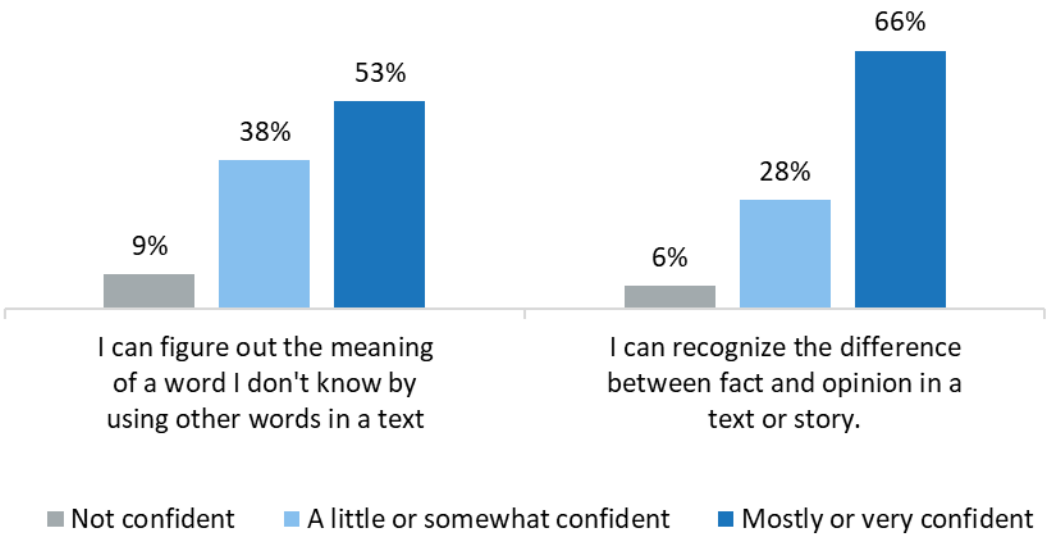
[43] Bandura, A., (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28(2),* 117-148. https://doi.org/10.1207/s15326985ep2802_3

Students in 6th and 9th grade also indicated their confidence in the statement:

3. I can judge the reliability of sources (for example, how a website might be biased or inaccurate)[44]

Between 53 to 66% of students who took SEED felt 'Mostly or very confident' in the three skills mentioned above. Fewer students indicated that they felt 'A little or somewhat confident' (28-39%) and even fewer indicated that they felt 'Not confident' (5-9%). When comparing responses across the ELA Self-Efficacy questions, students felt most confident in their ability to tell the difference between fact and opinion in a text (see Figures 21 and 22).[45]

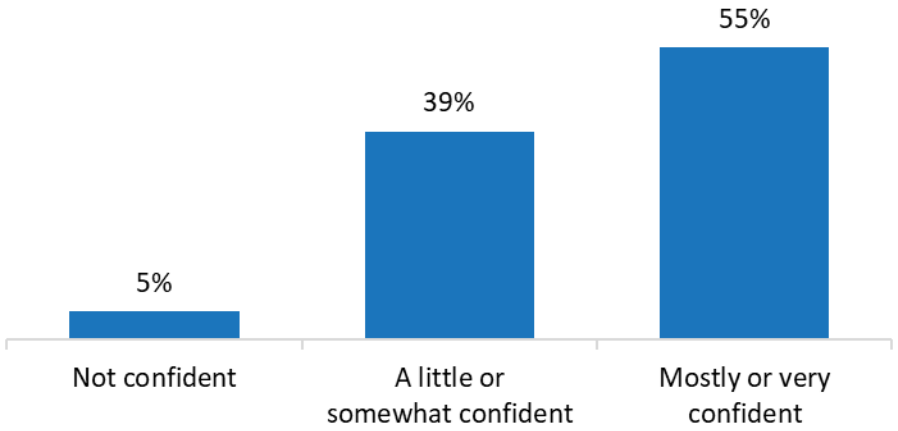
Figure 21. ELA Self-Efficacy (Grades 3, 6, and 9)
'A little confident' and 'Somewhat confident' were combined; 'Mostly confident' and 'Very confident' were also combined



[44] The language of ELA Self-Efficacy items occasionally slightly varies across grades to account for developmental and reading-level differences. For example, the language of the second item is different among 3rd graders and instead says: 2) "I can tell the difference between fact and opinion in a text or story".
[45] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 22. "I can Judge the Reliability of Sources" (Grades 6 and 9)

'A little confident' and 'Somewhat confident' were combined; 'Mostly confident' and 'Very confident' were also combined



Student Voice Spotlight[46]

Some quotes related to students' ELA Self-Efficacy are included below. They were written by students who took the SEED Survey:

- "[My school] is one of a kind…being here 2 years has made me accomplish my goals such as in…language arts."
- "I have a problem with essays in language arts, because I can't really put my punctuations where they belong. And I can't really catch my run on sentences."

Mathematics

Figures 23 and 24 depict data for two Mathematics Self-Efficacy questions among 4th graders and two Mathematics Self-Efficacy questions among 7th and 10th graders, respectively. Students in 4th grade were asked how sure they were that they could do the following:

1. I can round $43.19 to the nearest dollar.
2. I can find the among of carpet needed to cover a rectangular floor if I know its length and width.

[46] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

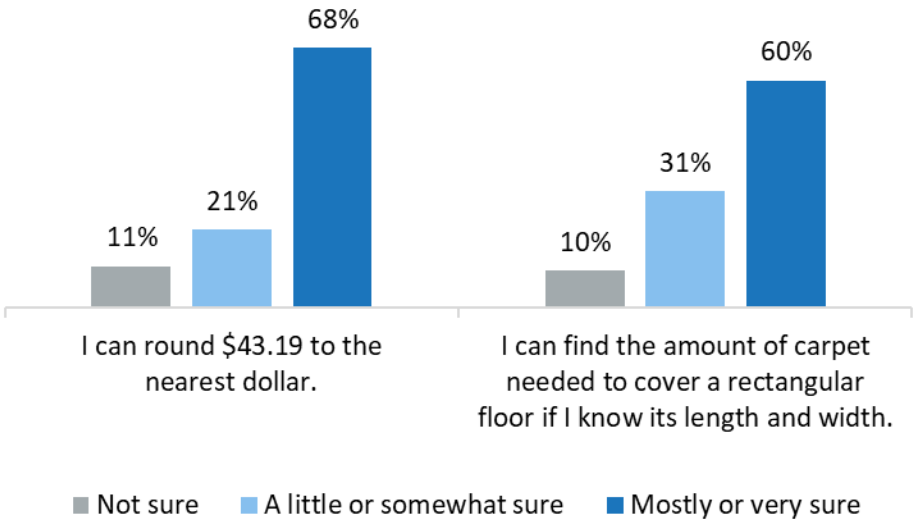
Students in 7th and 10th grade were asked how confident they were that they could do the following:

3. I can create an expression that represents the average number of miles I run in a week if I run 100 miles in w weeks.
4. I can find the price of a $12 item that is discounted by 25%.

Overall, between 60 to 68% of 4th graders felt 'Mostly or very sure' of their ability to do the math skills described in the two items. Between 21 to 31% felt 'A little or somewhat sure' and 10-11% were 'Not sure'. In terms of the Math Self-Efficacy items among 7th and 10th graders, 54-59% felt 'Mostly or very confident', 32-36% felt 'A little or somewhat confident', and 9 to 10% did not feel confident in their ability to perform the tasks described.[47]

Figure 23. Mathematics Self-Efficacy (Grade 4)

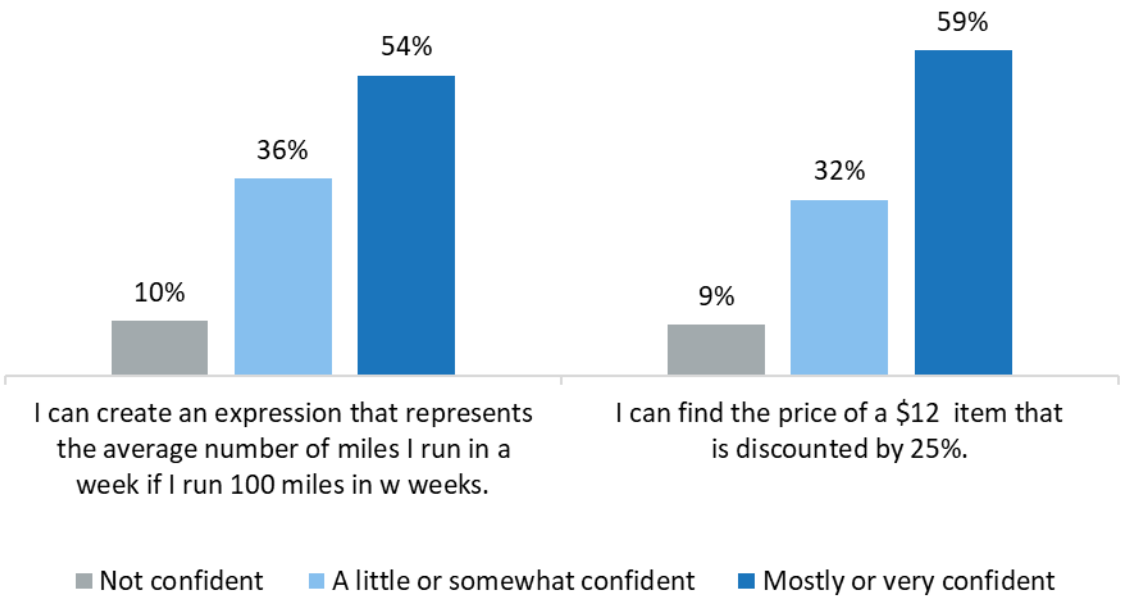
'A little sure' and 'Somewhat sure' were combined; 'Mostly sure' and 'Very sure' were also combined



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

Figure 24. Mathematics Self-Efficacy (Grades 7 and 10)

'A little confident' and 'Somewhat confident' were combined; 'Mostly confident' and 'Very confident' were also combined



Student Voice Spotlight[48]

The following quotes are related to students' Mathematics Self-Efficacy and are from students who took the SEED Survey:

- "In math I figured out equations I never thought I would be able to accomplish, and there are so many new formulas and ways to remember them that I have learned this year."
- "My math teacher teaches me things in a way that makes me understand a lot better."
- "[I feel] a lot of confusion about how certain equations work and how certain concepts play out."

[48] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

Science

This report provides students' response to four Science Self-Efficacy questions from the SEED Survey in Figures 25, 26, and 27 below. One question was asked to 5th graders, two questions were asked to 8th graders, and the final question was asked to 11th graders. Students in 5th grade indicated how sure they were of the following statement:

1. I can describe different ways to heat or cool water.

Students in 8th grade indicated their confidence as it related to the statements:

2. I can develop a model to describe the structure of a water molecule.
3. I can design an experiment to show how sunlight affects the growth of a plant.

Students in 11th grade likewise rated their confidence in the following:

4. I can design an experiment to test how the growth of a plant is affected by light, water, and soil quality.

Findings from the data suggest that overall, most students did not feel strongly confident in the above science skills. More specifically, 45% of 5th graders and 32 to 46% of 8th graders indicated that they were 'Mostly or very confident' in their ability to perform the indicated science tasks. An additional 41% of 5th graders and 43 to 45% of 8th graders felt 'A little or somewhat confident'. A final 14% of 5th graders and 11 to 22% of 8th graders felt 'Not confident' (see Figures 25 and 26). In contrast, slightly more than half of 11th graders (53%) felt 'Mostly or very confident' in their ability to perform the science task described by the fourth question. Fewer 11th graders felt 'A little or somewhat confident' (35%), and fewer felt 'Not confident' (12%; see Figure 27).[49]

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

Figure 25. "I can Describe Different Ways to Heat or Cool Water" (Grade 5)

'A little sure' and 'Somewhat sure' were combined; 'Mostly sure' and 'Very sure' were also combined

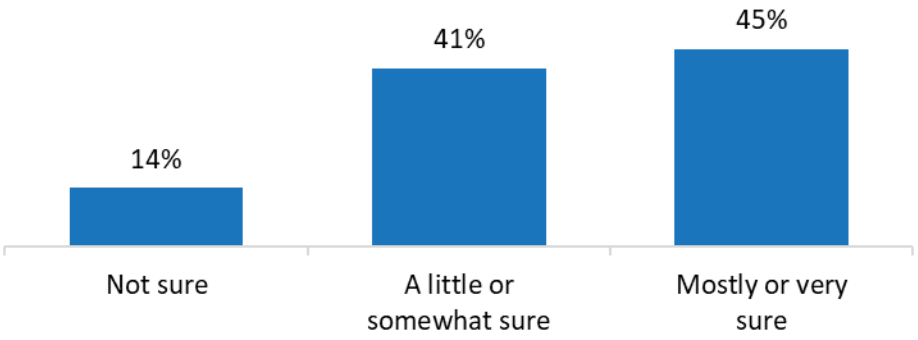


Figure 26. Science Self-Efficacy (Grade 8)

'A little confident' and 'Somewhat confident' were combined; 'Mostly confident' and 'Very confident' were also combined

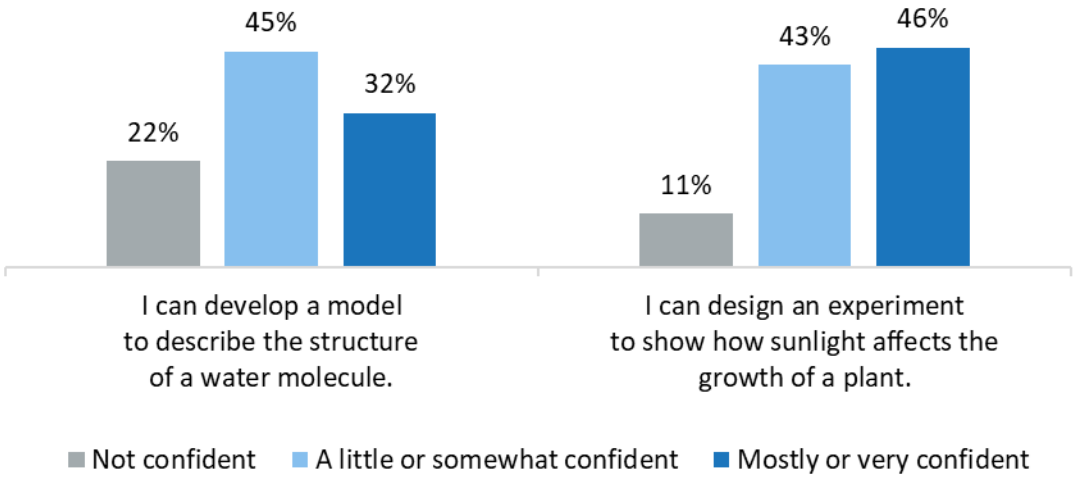
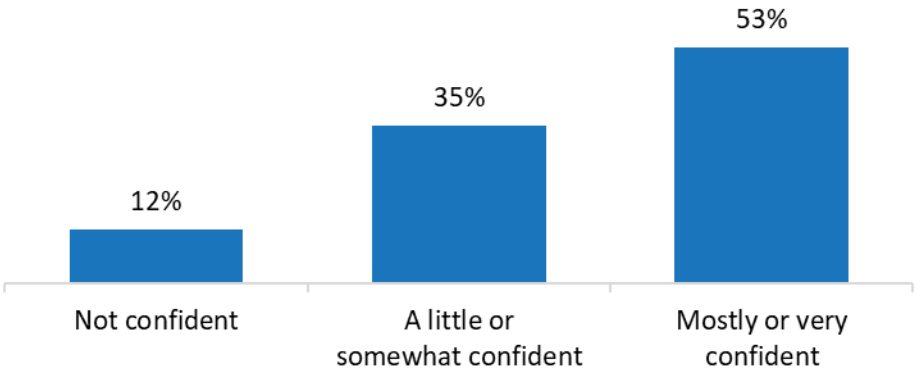


Figure 27. "I can Design an Experiment to Test How the Growth of a Plant is Affected by Light, Water, and Soil Quality" (Grade 11)

'A little confident' and 'Somewhat confident' were combined; 'Mostly confident' and 'Very confident' were also combined



Student Voice Spotlight[50]

Below are a few quotes about students' Science Self-Efficacy. These quotes come from students who participated in the SEED Survey:

- "Science is easy to understand."
- "My main problem is the science curriculum here due to the fact that it's too rigorous to learn and it has been stressful and frustrating to catch up."

Independence

Independence refers to students' ability to perform skills relevant to autonomous functioning. Some aspects of independence relate to safety, such as being able to understand traffic signs and use crosswalks at the appropriate time. Other aspects pertain to self-care, nutrition, communication, and task management. Independence is often a central educational focus for students who have serious cognitive disabilities and therefore qualify for the Alt-SEED. Research suggests that greater independent functioning skills predict life satisfaction.[51]

[50] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

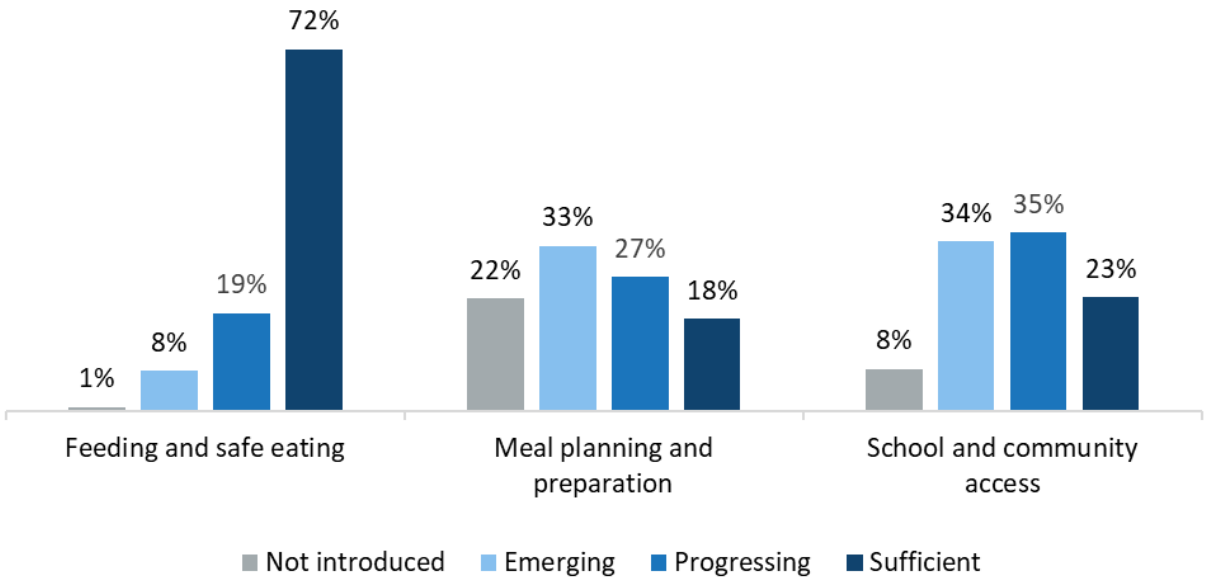
[51] Miller, S. M., & Chan, F. (2008). Predictors of life satisfaction in individuals with intellectual disabilities. *Journal of Intellectual Disability Research*, *52*(12), 1039-1047. https://doi.org/10.1111/j.1365-2788.2008.01106.x

This report highlights three Independence questions from the Alt-SEED Survey. Educators reported on 3rd to 8th and 11th grade students' proficiency in the following areas:

1. Feeding and safe eating
2. Meal planning and preparation
3. School and community access (e.g., interpret signs, cross street safely, use public transportation, mobility)

Most students were reported as having a 'Sufficient' skill level for the feeding and safe eating question (72%). Some students were marked as having a 'Progressing' (19%) or 'Emerging' (8%) level of this skill. Feeding and safe eating was 'Not introduced' to 1% of students. In comparison, less than a quarter of students were marked as having 'Sufficient' school and community access skills (23%) or meal planning skills (18%). Most students were marked as having either 'Progressing' (27-35%) or 'Emerging' (33-34%) skills in these areas. School and community access skills were 'Not introduced' to 8% of students, whereas meal planning was 'Not introduced' to 22% of students (see Figure 28).[52]

Figure 28. Alt-SEED Independence (Grades 3-8 and 11)



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

Post-Graduation Planning

Post-Graduation Planning refers to students' education, career, and other life plans after graduation. There are many different pathways that students may consider pursuing upon completing high school, such as attending a postsecondary institution and/or entering the workforce. These pathways are often deeply specific and personalized based on a student's individual needs as well as their life circumstances and goals. As an organization, ODE is committed to supporting a positive and successful transition out of high school: one in which all students can experience financial stability, a sense of fulfillment, and social and emotional wellbeing in their adult years.

In Figure 29 ODE shares students' responses in regard to nine different post-graduation paths.[53] Students in 9th-11th grade indicated if they were considering any of the following options after high school:

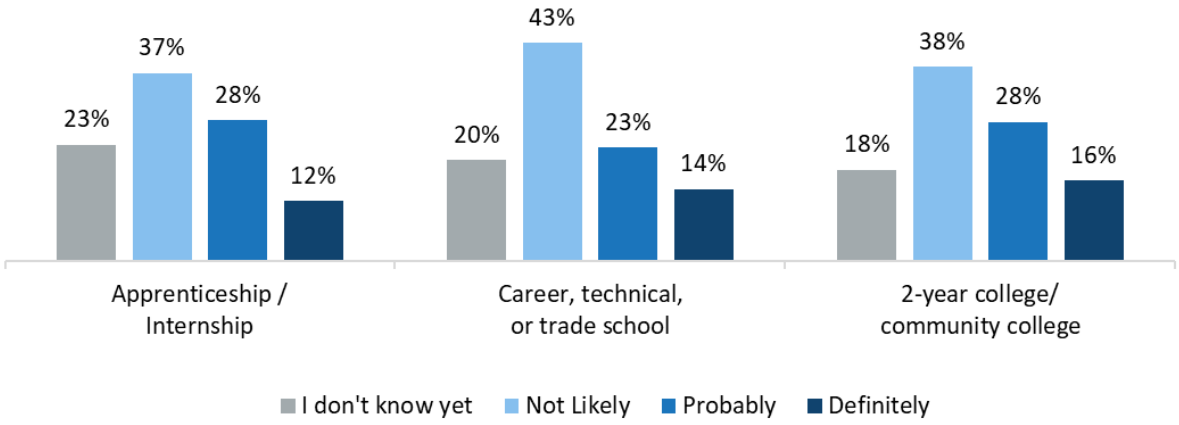
1. Apprenticeship / internship
2. Career, technical, or trade school
3. 2-year college / community college
4. 4-year college / university
5. Employment (full-time or part-time)
6. Volunteer/community service
7. Travel
8. Starting a family or taking care of children
9. Military service

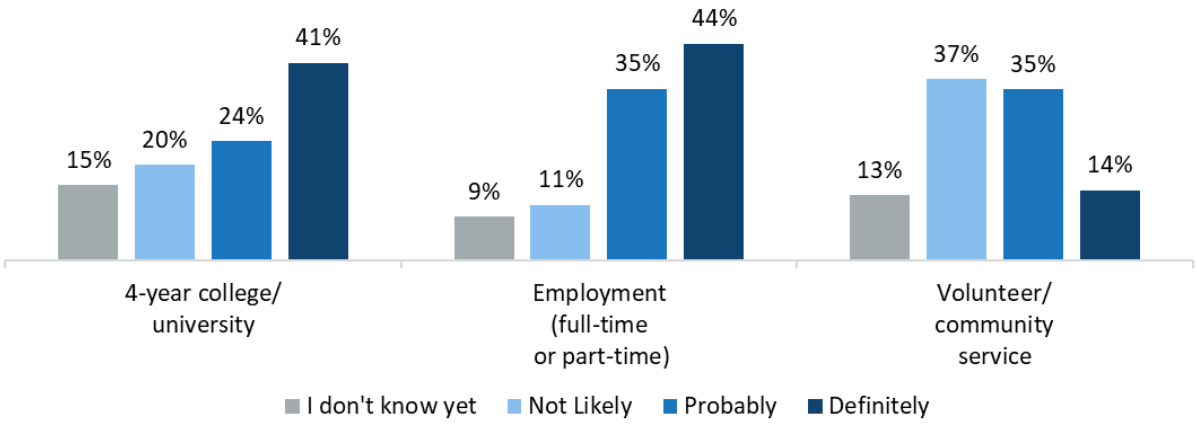
Overall, students most often indicated that they were 'Definitely' considering employment (44%) and / or a 4-year college (41%), followed by travel (30%). Fewer students indicated that they would 'Definitely' consider starting a family or taking care of children (17%), a 2-year college or community college (16%), a career technical or trade school (14%), volunteer or community service (14%), an apprenticeship / internship (12%), or military service (6%).

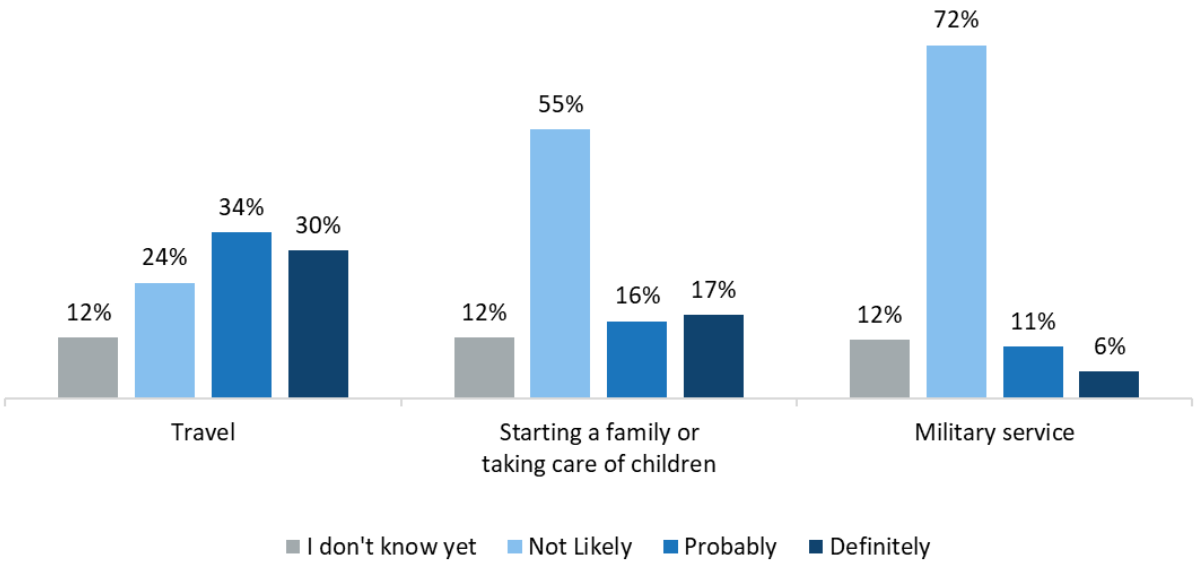
[53] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 29. "Are you Considering any of the Following during the Year After High School?" (Grades 9-11)

'Definitely not' and 'Probably not' were collapsed as labeled 'Not likely'







Student Voice Spotlight[54]

The following quotes were written by students who took the SEED Survey. These quotes pertain to students' Post-Graduation Planning:

- "I am very confident about going to college so I can get a sturdy job. I really want to be an animator! It sounds pretty hard, but I think I'll do great."
- "I really like that you can graduate early and I really really wanna do that so I can join the air force and do boot camp."
- "I really want to start a business…I already have a full plan on my future and what I want to do. Several fallbacks for the company and ideas. I've researched for years on companies like Apple, Intel, Tesla, and more."
- "I'm excited to go to college and university to study math, because I like math."

Extracurricular Engagement

Extracurricular Engagement refers to students' participation in and access to after-school groups, events, and activities. Extracurriculars are often offered within schools but also can be offered via community organizations or in virtual spaces that span beyond geographic boundaries. Extracurricular groups tend to meet regularly and coalesce around a specific interest, such as sports teams and clubs

[54] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

(e.g., cultural club, drama club, creative writing club). Extracurricular events and activities are typically more diffuse or casual and do not require the same kind of ongoing commitment (e.g., Earth Day event, school dance), though sometimes they can (e.g., weekly piano lessons, volunteering). Robust evidence suggests that extracurricular participation supports students' social development and academic well-being.[55] These associations may be because extracurriculars provide students with a space to build meaningful peer relationships and develop teamwork, conflict resolution, and leadership skills. Associations may also be due to the ways in which extracurriculars support students' mental health and wellbeing, which in turn allows for greater academic engagement and learning.

In Figures 30 and 31 students' responses are summarized for two Extracurricular Engagement questions. Students in 6th to 11th grade shared how much they agreed or disagreed with the following statements:

1. At my school, I have opportunities to participate in extracurricular activities or clubs.
2. I regularly participate in extracurricular activities or clubs sponsored by my school (such as sports, robotics, drama, cultural club, academic club, etc.).

While 86% of students indicated that they had opportunities to be involved in these school-based extracurriculars, a substantially smaller percentage of students reported that they actually participated in them (58%; see Figure 30). When looking across grades, both access to and participation in extracurriculars seem to increase from middle to high school (see Figure 31 and Table 5). [56]

[55]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

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

Figure 30. Extracurricular Engagement (Grades 6-11)

'Strongly agree' and 'Agree' were combined and labeled as 'Agree'; 'Strongly disagree' and 'Disagree' were combined and labeled as 'Disagree'

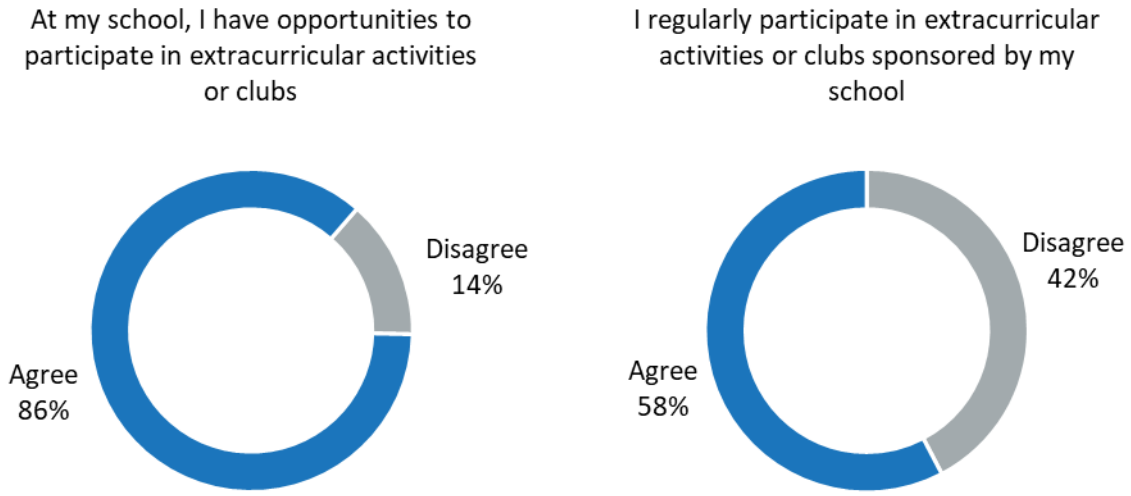


Figure 31. Percent of 6th to 11th Graders Who Agreed with Two Extracurricular Engagement Items, by Grade

'Strongly agree' and 'Agree' were combined and labeled as 'Agree'

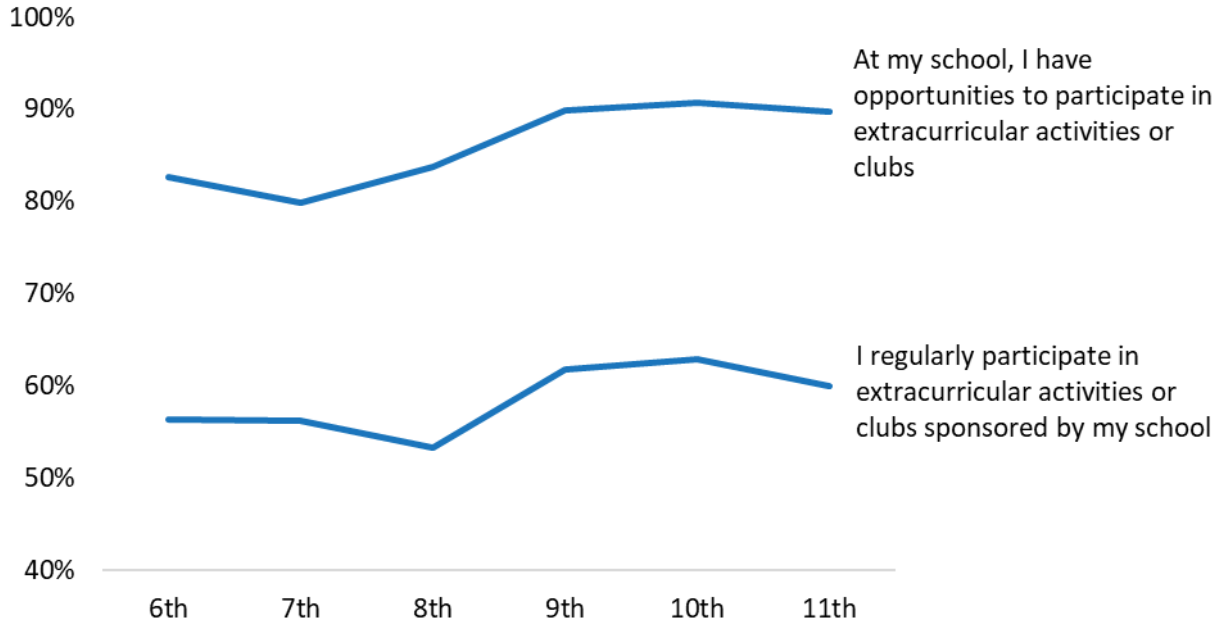


Table 5. Percent of 6th to 11th Graders Who Agreed with Two Extracurricular Engagement Items, by Grade

'Strongly agree' and 'Agree' were combined and labeled as 'Agree'

	At my school, I have opportunities to participate in extracurricular activities or clubs	I regularly participate in extracurricular activities or clubs sponsored by my school
6th	83%	56%
7th	80%	56%
8th	84%	53%
9th	90%	62%
10th	91%	63%
11th	90%	60%

Student Voice Spotlight[57]

Below are a few quotes that are about Extracurricular Engagement and are from students who took the SEED Survey:

- "We have lots of fun clubs and extracurricular activities at our school. I love it here because we have fun but learn at the same time."
- "There is always something to sign up for like archery or cross country or track or a play or clubs to join."
- "Lots of things that would be fun at my school or an extra way of learning are hard to be able to use…extracurriculars cost money that many don't have…buses are almost never offered in after-school clubs."

Career/Technical Education

Career/Technical Education (CTE) refers to how students have been taught about future careers and the opportunities they have been given to explore and prepare for their future career. Some aspects of CTE occur within a classroom (e.g., class assignments related to career exploration) and others occur outside of a classroom (e.g., internship opportunities, job shadowing, business tours). In Oregon, specific CTE courses are offered for a range of careers including agriculture, health sciences, and engineering.[58] Past research finds that 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

[57] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

[58] For more information about CTE in Oregon please see ODE's CTE webpage here: https://www.oregon.gov/ode/learning-options/cte/pages/default.aspx

associations can be dependent on the career cluster (e.g., certain careers do not require postsecondary degrees and therefore may not be associated with greater postsecondary enrollment).[59]

In this report, data from three CTE questions are described. One question was asked to 6th-11th graders and the other two questions were asked to 9th-11th graders. Students in 6th-11th grade answered the question:

1. How often did you do the following things at your school? Connect what you are learning in your classes to potential career opportunities.

Students in 9th-11th grade also indicated how much they agreed with the following statements:

2. At my school, students have opportunities to interact with business and industry professionals through internships, projects, school-based businesses, or other work experiences.
3. At my school, students have opportunities to visit and tour businesses or participate in job shadows.

Overall, the majority of students felt that they had CTE opportunities at school. In this respect, 89% of students indicated a response other than 'Never' to the question which asked about how often they connected what they were learning to careers (see Figure 32). More specifically, 20% of students indicated that they 'Rarely' connected their learning to careers. 46% indicated that they 'Sometimes' connected their learning to careers and 23% indicated that they often connected their learning to careers. Additionally, 81% of students indicated that they did have opportunities to interact with business and industry professionals. 72% of students reported that they had opportunities to visit businesses and do job shadows (see Figure 33). [60]

[59] 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

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

Figure 32. "How Often did you do the Following Things at Your School? Connect What you are Learning in Your Classes to Potential Career Opportunities" (Grades 6-11)

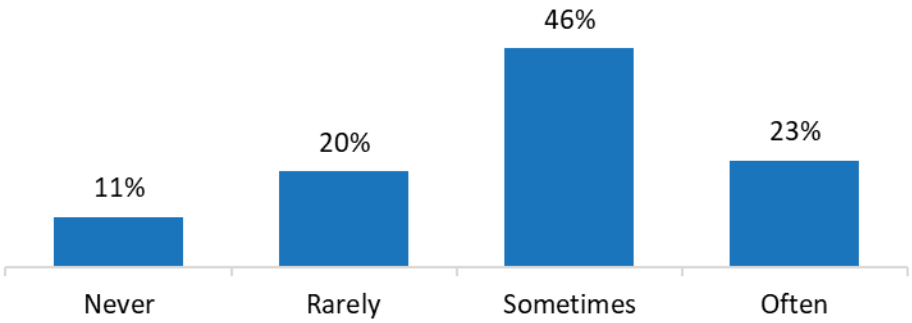
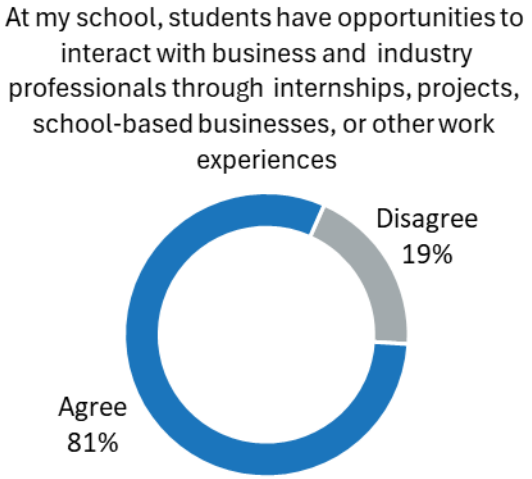
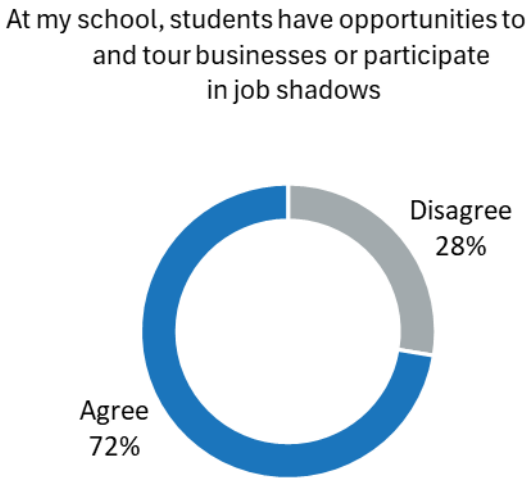


Figure 33. Career/Technical Education (Grades 9-11)

'Strongly agree' and 'Agree' were combined and labeled as 'Agree'; 'Strongly disagree' and 'Disagree' were combined and labeled as 'Disagree'





Student Voice Spotlight[61]

Some quotes related to students' CTE are provided in the bullets below. They were written by students who participated in SEED:

- "I do appreciate that we have the pathway courses which can help students discover what they could want to do later in life. It doesn't of course show every career, but it can help people find out new things about themselves."
- "There are so many class options and activities making it easy to figure out what we want to do when we get out of school, or when looking for a career path."
- "I feel like there aren't enough opportunities for people who grew up with a more unique background than most. I don't know where to become educated about college or things that everyone's parents taught them since both of my parents dropped out."

Well-Rounded Education

Well-Rounded Education refers to a student's access to courses that they find interesting and relevant, as well as ones that span a range of disciplines. Giving students more power in the decisions about what classes they take and helping to connect them with classes that align with their interests and goals may support their connection to school and learning. Indeed, research has found similar associations where students who are given greater decision-making power at school also show greater academic motivation and engagement. These associations are likely due to the ways that this practice fulfills students' basic need for autonomy and control over the conditions of their lives.[62] Additionally, taking classes that are of personal interest can make the schooling experience feel more meaningful, promoting a sense of purpose. Research has also found that participation in the arts specifically is associated with academic engagement and achievement. These associations could be because the arts provide students with opportunities to build transferable critical thinking, reasoning, and problem-solving skills.[63]

[61] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

[62] 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

[63] Holochwost, S. J., Propper, C. B., Wolf, D. P., Willoughby, M. T., Fisher, K. R., Kolacz, J., ... & Jaffee, S. R. (2017). Music education, academic achievement, and executive functions. *Psychology of Aesthetics, Creativity, and the Arts*, *11*(2), 147-166. http://dx.doi.org/10.1037/aca0000112

Jindal-Snape, D., Davies, D., Scott, R., Robb, A., Murray, C., & Harkins, C. (2018). Impact of arts participation on children's achievement: A systematic literature review. *Thinking Skills and Creativity*, *29*, 59-70. https://doi.org/10.1016/j.tsc.2018.06.003

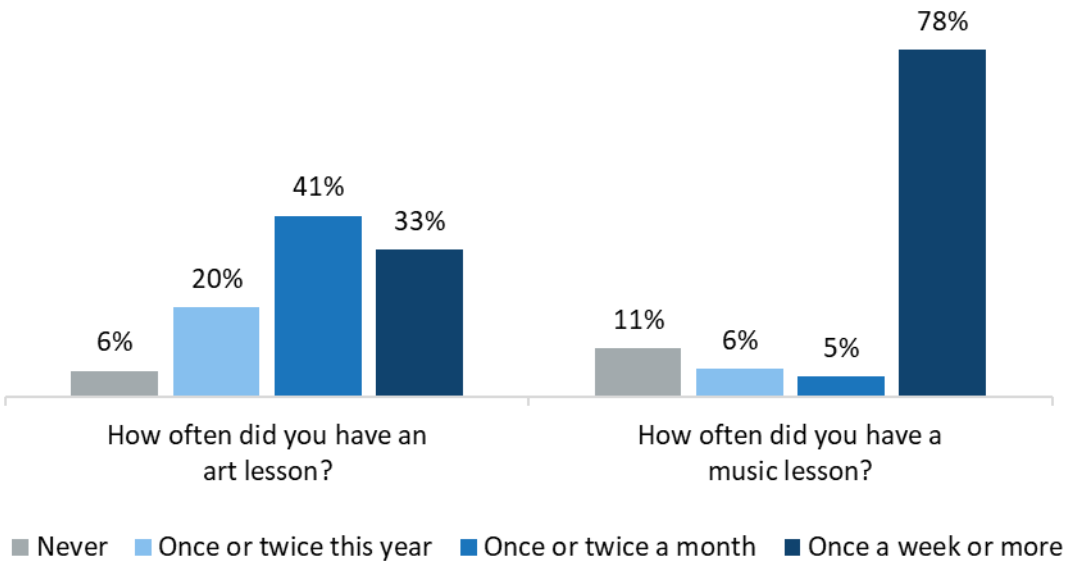
In this report we describe the response patterns for two Well-Rounded Education questions in 3rd-5th grade and two Well-Rounded Education questions in 7th-11th grade. Students in 3rd-5th grade were asked the following questions:

1. How often did you have an art lesson?
2. How often did you have a music lesson?

Students most commonly reported having art lessons 'Once or twice a month' (41%), followed by 'Once a week or more' (33%), 'Once or twice this year' (20%), and then 'Never' (6%). In contrast, students most often said that they had music lessons 'Once a week or more' (78%), followed by 'Never' (11%), 'Once or twice this year' (6%), and 'Once or twice a month' (5%; see Figure 34). [64]

Figure 34. Well-Rounded Education (Grades 3-5)

'Once or twice a week' and 'More than twice a week' were combined and labeled as 'Once a week or more'



Students in 7th-11th grade were asked how much they agreed with the following statements:

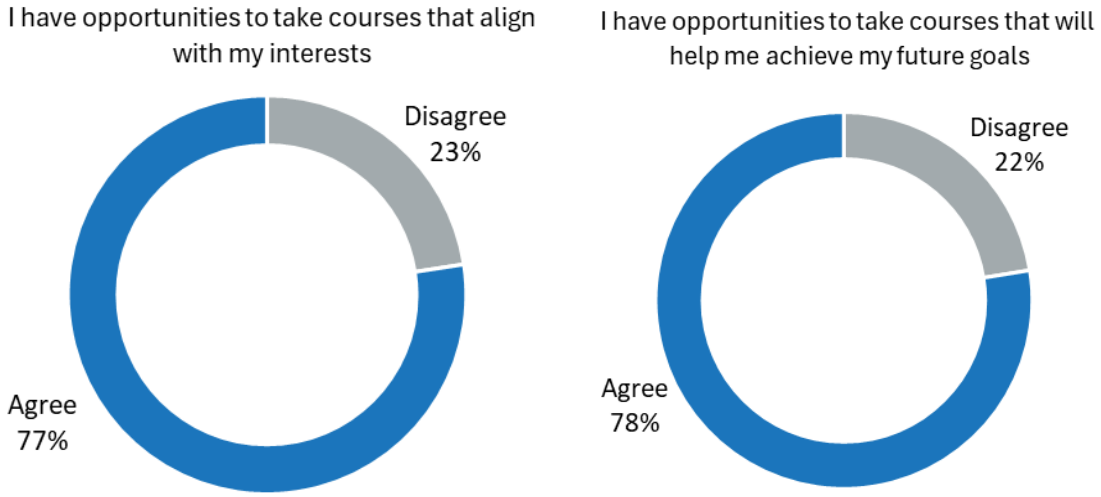
1. I have opportunities to take courses that align with my interests.
2. I have opportunities to take courses that will help me achieve my future goals.

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

Roughly three quarters of 7th to 11th graders (i.e., 77-78%) agreed with these statements (see Figure 35).

Figure 35. Well-Rounded Education (Grades 7-11)

'Strongly agree' and 'Agree' were combined and labeled as 'Agree'; 'Strongly disagree' and 'Disagree' were combined and labeled as 'Disagree'



Student Voice Spotlight[65]

ODE provides some quotes related to Well-Rounded Education below. Quotes are from students who took the SEED Survey:

- "I love my school so much! It has provided lots of opportunities for me to reach my goals and study what I am interested in."
- "[My school] is a great school. They give students the opportunity to try new things and also to expand their interests."
- "[Interesting classes would encourage] us to come to school… [because we would] already know today is gonna be fun. You need to make us believe that, make school a more fun and interesting environment."

[65] Quotes are purely illustrative and should not be considered representative of the true range of responses on the survey.

Conclusion

The SEED and Alt-SEED are surveys that were developed to provide important contextual information within ODE's current data system, centering students' schooling experiences as key indicators of quality. They are meant to highlight needs, challenges, strengths, and inequities experienced by students in Oregon. This report provided an overview of the statewide results from the 2023-2024 surveys. Summary data from a sample of items was shared as a way to offer an overarching picture of students' perspectives on their learning environment, the opportunities available to them at school, and their school's culture and climate. In addition, state-level data for all items was made available via the 2023-2024 State Level SEED Survey Response Summary Data file and the 2023-2024 State Level Alternate SEED Survey Response Summary Data file. These data products serve to increase the overall knowledge base about students in Oregon.

Moving forward, ODE encourages schools, districts, and other interested parties to reflect on the statewide data and use it in combination with other sources to inform further investigation into students' experiences at a local level. It is particularly important to apply data justice principles to these investigations (e.g., by considering how systems of oppression can differentially impact students' experiences, opportunities, and outcomes). It's also important to remember 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.

In line with tenets of data justice, the SEED team at ODE similarly plans to curate additional research briefs and data products that offer more nuance and dive deeper into SEED domains as well as the experiences of students who belong to marginalized and other focal groups. To learn more about the SEED Survey, access previous reports and research briefs, and keep track of ongoing updates, visit the SEED webpage.

Acknowledgements

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- The Confederated Tribes of Grand Ronde Education Team
- Oregon Education Association
- All Hands Raised
- Oregon Parent Teacher Association
- Oregon Student Voice

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- IT Department
- Executive Team
- Communications Team
- Safe & Inclusive Schools Team
- Office of Indian Education
- Well-Rounded Access Program