



Elevating Student Voice

Student Educational Equity Development (SEED) Survey

Wednesday, April 24, 2024

New DTC Spring Series



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**Scan for the
SEED Survey
website**





ELEVATING STUDENT VOICE

Student Educational Equity Development (SEED) Survey

SEED Survey History

2020

SURVEY DEVELOPMENT

Collecting student voice during COVID; USDE request for exemption

2021

PILOT ADMINISTRATION

State & district reporting
Survey updates

2022

EXTENDED PILOT

State & district reporting
Additional reporting

2023

OPERATIONAL, Phase One

Accessible reporting, continued improvement; HB 2656 passed

2024

OPERATIONAL, Phase Two

State-wide survey administration
State and district reporting
Analysis of open-ended questions

Purpose

Elevating student voice



Student growth



Classroom practices



Policy improvements

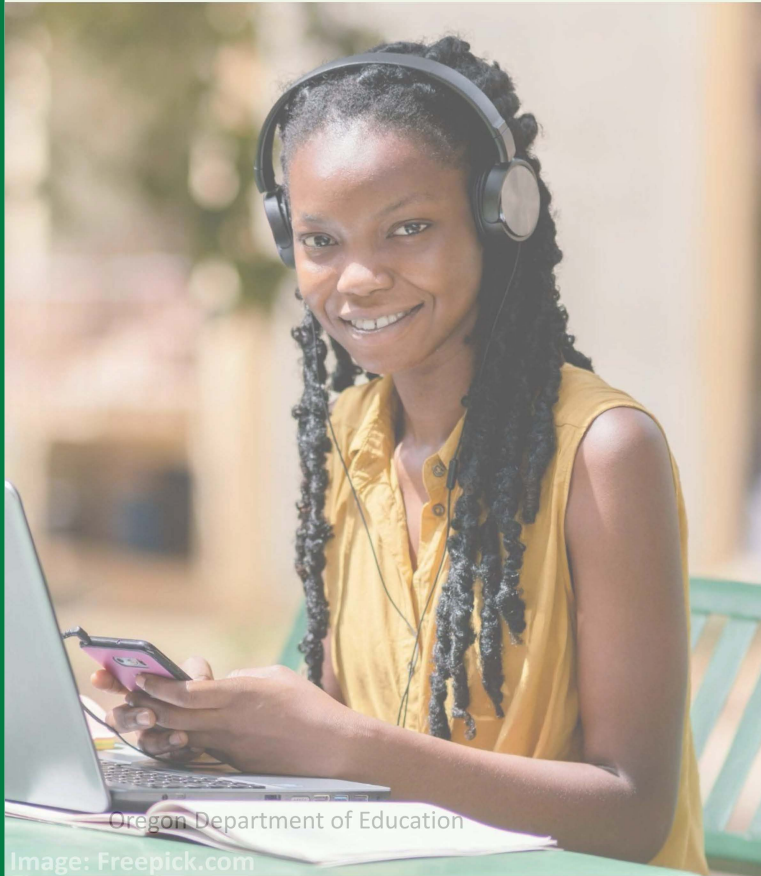
Empowering Students

Designed to capture students' sense of belonging and experience at school.

- Asks students about their experience in class;
- What kinds of activities they did in school this year;
- Their access to resources; and
- How they felt about school and learning.



Core Constructs



Oregon Department of Education

Image: Freepick.com

Access to Learning Resources

Resources necessary to allow students to access instruction.



Opportunity to Learn

A student's exposure to classroom opportunities, activities, and specific content which facilitate learning.



Self-Efficacy Beliefs

A student's self-appraisal of their ability to perform tasks relating to a specific content area.



Sense of Belonging

A student's feeling of identity, inclusion, and acceptance as a member of their school community.



Additional Constructs



Well-Rounded Education

A student's access to classes from a wide variety of disciplines.



Career-Technical Education

The resources and opportunities that help students connect learning to careers and develop technical skills.



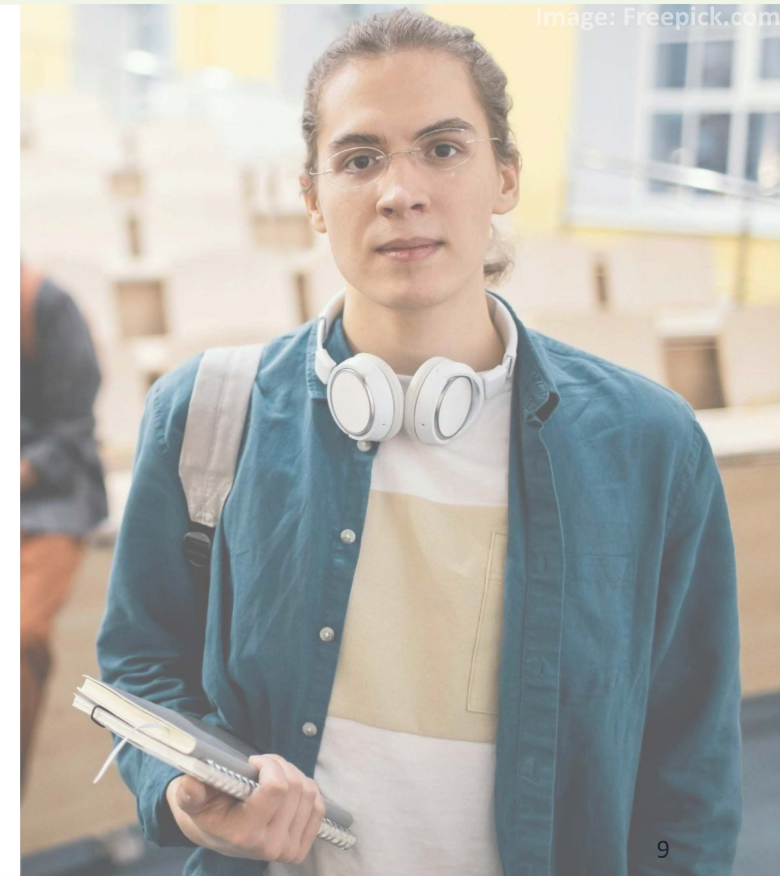
Extra-Curricular Engagement

The opportunities and activities available to students that foster connections to life, culture, and learning.

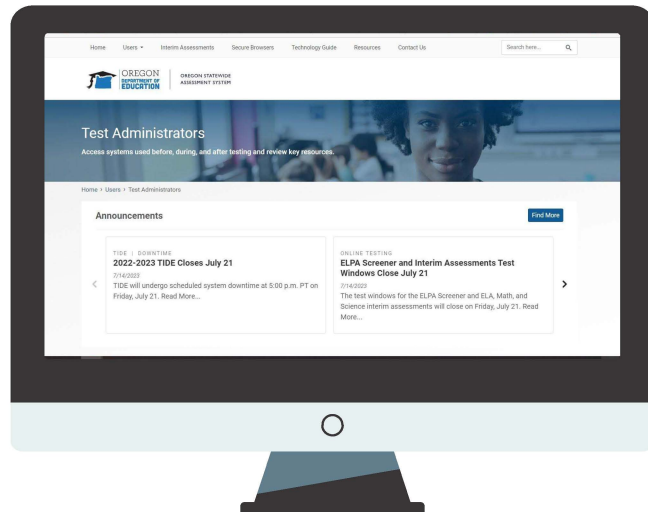


Post-Graduation Planning

Opportunities a student is considering after high school.



Survey Administration



Oregon Statewide Assessment System



Secure browser



Language supports



Non-secure browser



Accessibility

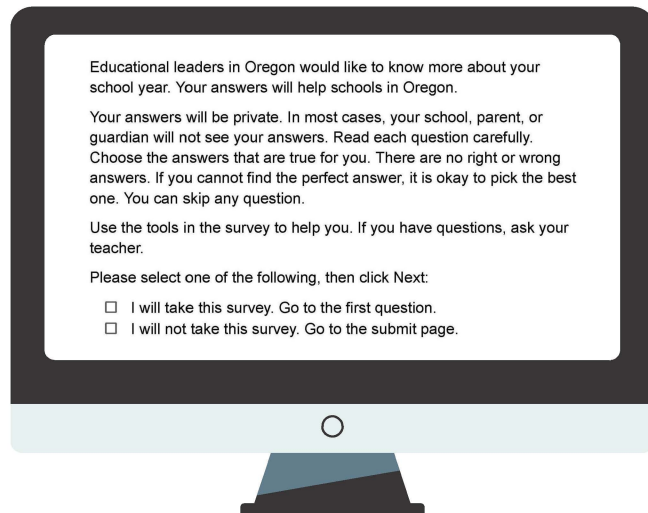


Hyperlink



Administration window

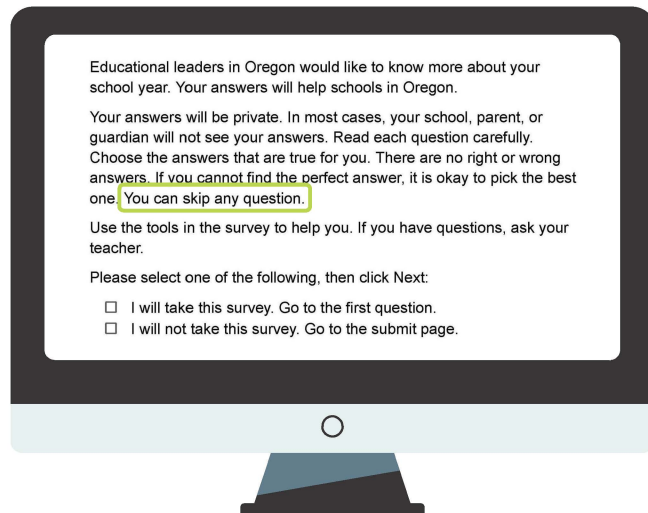
Student Assent



Please select one of the following, then click Next:

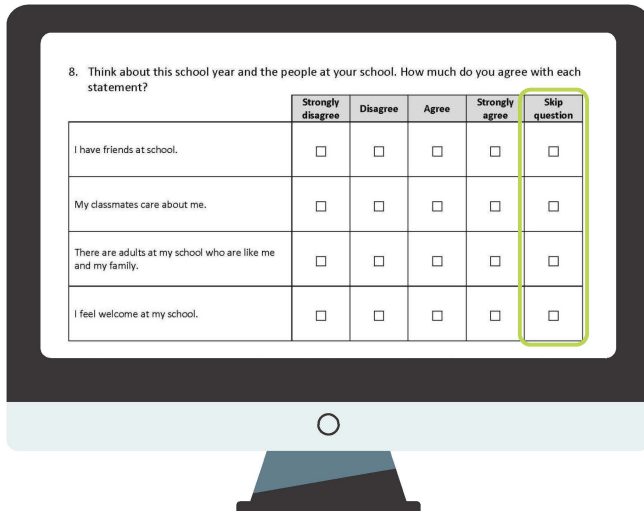
- I will take this survey. Go to the first question.
- I will not take this survey. Go to the submit page.

Student Assent



“ You can skip any question.”

Student Assent



8. Think about this school year and the people at your school. How much do you agree with each statement?

	Strongly disagree	Disagree	Agree	Strongly agree	Skip question
I have friends at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My classmates care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are adults at my school who are like me and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel welcome at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

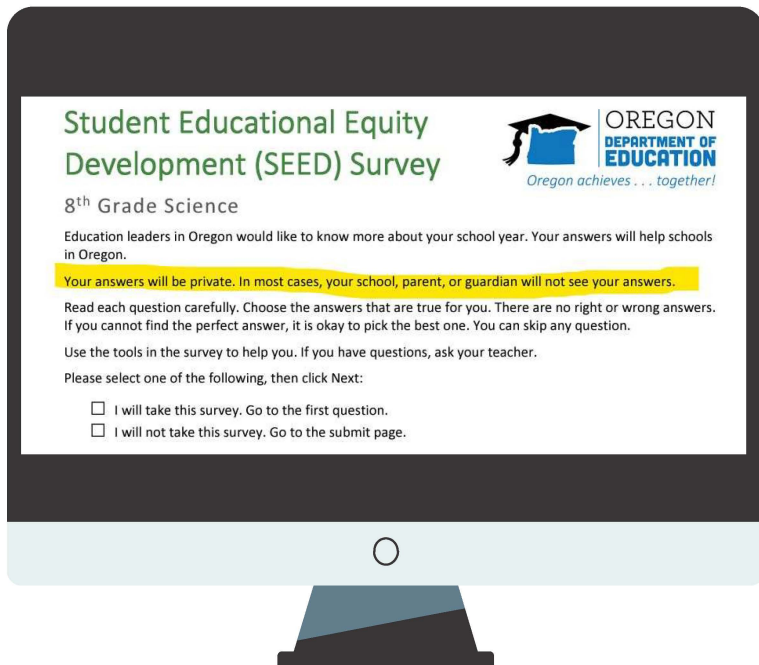
Selected response:

- choose “skip question” option

Constructed response:

- simply click to the next question without answering

Crisis Alerts



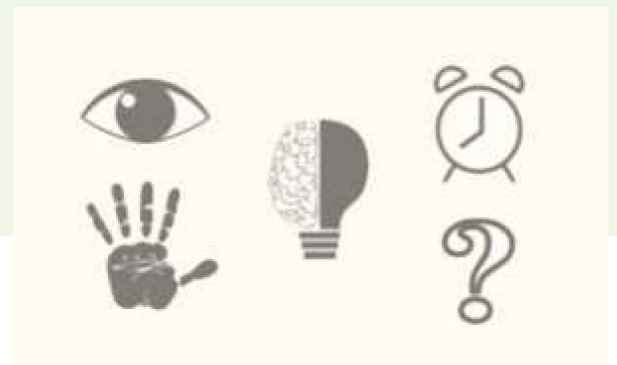
Student responses are kept private, *except*:

- “No one at our school will know how you responded to any question unless your response makes us worried about your safety or someone else’s safety.”

Crisis alert protocol:

- Cambium sends notification (including content of student response and student identification) to District
- District follows up, following the district’s protocol for crisis alerts

Making Connections



Prompts

- **What** do you **notice**? What do you **wonder**?
- **So What**: How might this information connect to the work District Test Coordinators are doing?

Protocol

1. **Private Think Time** (1 min.): capture first draft thoughts.
2. **Whole Group Share**: Raise your hand to speak and/or post your comments in Chat. Feel free to respond to each other's comments in the Chat.



SEED Survey Data

State Level Data



Item level data associated with SSID

Aggregate data by identifiers associated with SSID



District, grade, school, gender, and student focal groups

Correlate survey data with all other data ODE collects with SSID



Summative assessment scores, graduation rates, 9th grade on-track, attendance, discipline, on track to ELP, LRE, CTE, etc.

Examples from Sense of Belonging Brief*

SEED Item	Total Respondents	Percent Agree or Strongly Agree⁶
I have friends at school.	17,337	93%
My classmates care about me.	14,900	75%
I feel welcome at my school.	15,982	83%
There are adults at my school who care about me.	16,426	91%

*These data are from the 2021-22 SEED Survey

Examples from Sense of Belonging Brief*

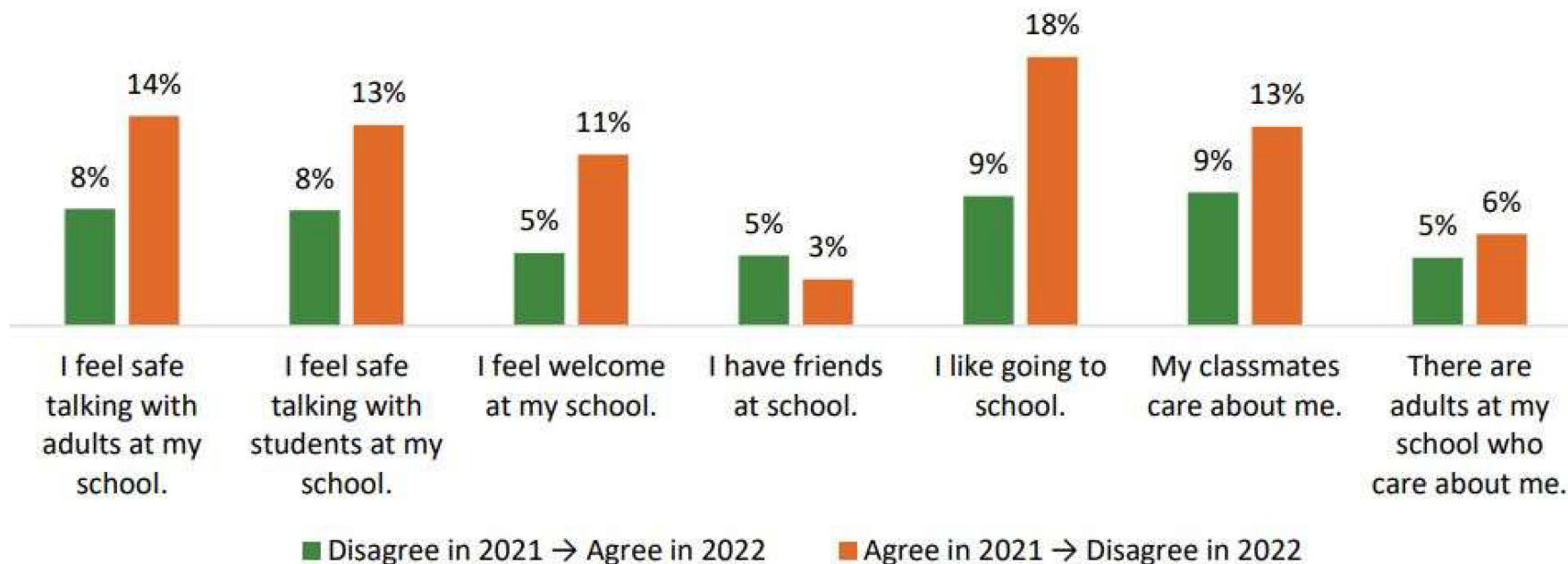
SEED Item	Emerging Bilingual	Former English Learner	Students Experiencing Disabilities (IEP)	Students with Experience of Foster Care
I feel safe talking with adults at my school	No difference	No difference	No difference	No difference
I feel safe talking with students at my school	No difference	No difference	0.85 (0.75-0.97)	No difference
I feel welcome at my school	0.75 (0.58-0.97)	No difference	No difference	No difference
I have friends at school	0.66 (0.47-0.93)	No difference	0.61 (0.51-0.73)	No difference
I like going to school	No difference	1.40 (1.14-1.73)	No difference	No difference
My classmates care about me	0.76 (0.60-0.96)	No difference	0.85 (0.75-0.97)	0.73 (0.57-0.95)
There are adults at my school who care about me.	0.44 (0.33-0.58)	No difference	No difference	0.61 (0.43-0.85)

See [the interpretative section](#), page 5, for help understanding odds ratios presented here. Odds ratios are relative to students not in the focal population.

*These data are from the 2021-22 SEED Survey

Examples from Sense of Belonging Brief

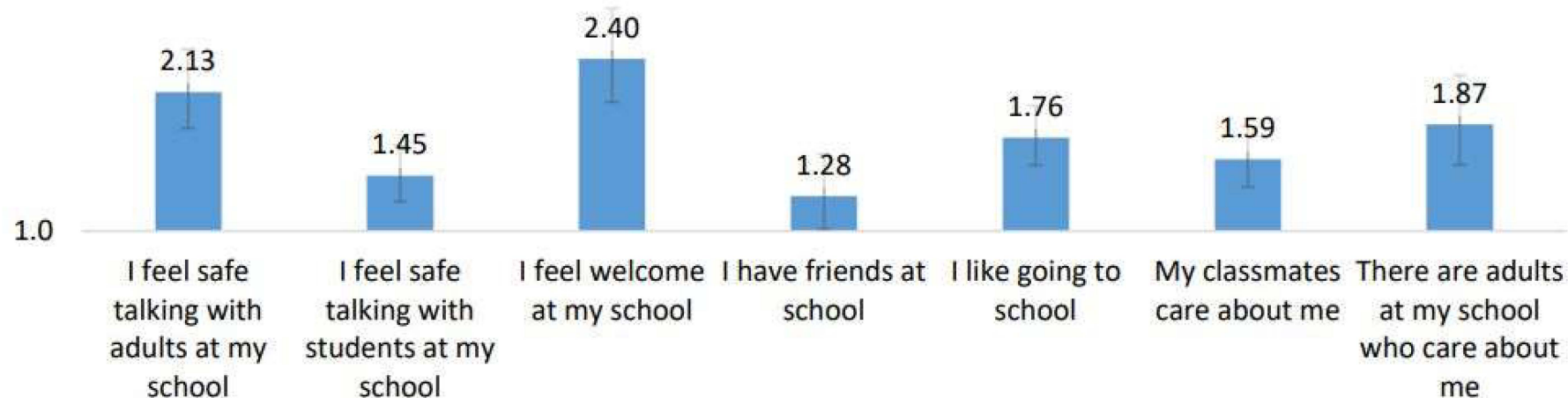
Changes in Response from 2021 to 2022
As a percentage of all students surveyed in both years



Examples from Sense of Belonging Brief

Odds Ratio for Agreeing with Each Statement

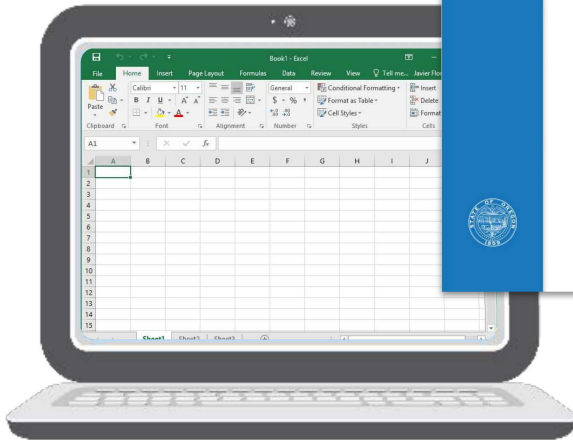
Students who did not experience an Exclusionary Discipline Incident in 2021-22, relative to those who did. Error bars are 95% confidence intervals.



See [the interpretative section](#), page 5, for help understanding odds ratios presented here.

State Reporting and Data Use

Assessment Group Report



Oregon Department of Education

Elevating Student Voice

Student Educational Equity Development (SEED) Survey
Statewide Report

2022-2023



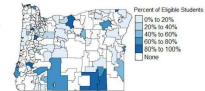
In Their Own Words: Analysis of Student Short Answers

Student voice is critical to understanding of student experiences in Oregon's public schools, including challenges, opportunities for investment and support, and chances to make stronger relational connections that enhance student learning. Students express themselves in [2022-2023](#), some of which can be a challenge to adult assumptions, unpredictable, or reveal inconvenient truths; and, there is much to [learn](#). From all of these types of self-expression, in this brief, we analyze student responses to a simple question: "Is there anything else about your school you would like to share?" This question was posed to students in grades 6-11, as part of the 2022-23 Student Educational Equity Development Survey (SEED). ODE received over 2,000 responses¹ to this question from students in 87 schools across the state. Responses ranged from concerning descriptions of student experiences of bullying and bias to more positive comments describing the things (and people) they love about their schools. Students shared feelings of belonging or disconnection, described ways they could be better served in terms of both academics and mental health, and gave us a window into their experiences in school and what they would need in order to feel safe, comfortable, and supported.

Student Educational Equity Development Survey (SEED)
Since 2020-21, ODE has developed and administered the SEED Survey to collect information about the educational experiences of students in grades 6-11. SEED enables ODE to gather data on student experiences, including:

- access to learning resources
- opportunity to learn
- sense of self-efficacy
- sense of belonging²

Who Responded to SEED in 2022-23?



This survey, which provides universal tools, designated supports, and accommodations, as well as multiple language versions, that students need for access, is available to all Oregon public schools and districts, but is optional for schools and districts to administer. Response rates to SEED have increased from 2020-21 to 2022-23, and ODE anticipates expanded use as the survey matures. These data should not be considered representative of all Oregon students, but should be examined for their ability to shed light on common student experiences that may be happening across the state. ODE encourages school and district leaders who read this brief to examine their own institutions for similar experiences, and to review best practices included here for opportunities to enhance their connection to and services for students.³

Note to Readers: Throughout this brief, we present student responses, paired with resources we hope will enable schools and districts to better support students experiencing these and similar issues. The presence of resources not intended to indicate that the issue has been solved – rather, it should indicate recognition of its importance, and of seeking it as worthy of additional attention and concerted effort. Schools and districts should [engage](#) with their students, families, and communities, using these responses and resources as a starting point for identifying, understanding, and addressing issues raised by student voice in each local community.

¹Of note, there are two other short answer questions on the survey – one asking students in grades 6-11 about barriers to participation in extracurriculars, and another asking students in grades 7-11 about courses not available at their school that they would like to take. Their inclusion has likely reduced the number of responses on those topics provided in response to this question.
²More than 18,000 students took SEED in 2022-23, but not all students provided a response to this question. The question was not presented to students in lower grade levels, and students were unable to skip any items they did not wish to answer.
³A full list of items asked on each grade level's version of the survey is available [online](#).
⁴Our suggested option for reviewing this brief is to use the School Reform Initiative's "3-2-1" protocol. Authors: Isabella Jacoby, Beth LaDuca, Mission Rivers, Juliana Paticco, and Steve Stater



ELEVATING STUDENT VOICE Student Educational Equity Development (SEED) Survey

Extracurricular Participation and Barriers

Access to extracurricular activities and events, both within and outside of the school environment, provide vital opportunities for students to develop social skills and bonds, enhance self-regulation skills, and apply academic skills in real-world contexts. When well implemented, these activities enable students to develop diverse friendships, practice teamwork skills, and improve social skills¹ and academic, artistic, and/or physical capabilities.² Extracurricular activities are correlated with enhanced student engagement with the school curriculum and academic performance and offer students an opportunity to stand out when considered for post-secondary opportunities.³ Results from the 2022-23 [Student Educational Equity Development \(SEED\) Survey](#) pilot can help educators determine how to increase student access to extracurricular activities and events.

Key Takeaways

- Only around half of students surveyed reported participating in school-sponsored extracurricular activities.
- While most students reported having opportunities to participate, most reported their barrier to participation was or included a lack of interesting or relevant options.
- Some students (8% of those reporting barriers) did not participate in extracurricular activities because they did not feel welcome or safe engaging. Students expressed a desire to be invited to participate, rather than just allowed to join.
- Participation in extracurricular activities is correlated with higher attendance rates and increased sense of belonging.
- Students with disabilities reported less access to school-sponsored activities and events, though similar rates of access to community activities, compared to students not served through an individual education program (IEP).

Key Recommendations

- Providing opportunities for student voice to shape school decision making can empower and engage students, as well as highlight areas where improvements are needed. When districts and schools have student voice data and conduct needs assessments, they are better positioned to consider what barriers they are able to remove for students.
- Working with students to generate activities that resonate with their interests and expertise may help generate higher rates of engagement.
- Many barriers to participation mentioned by students could be addressed by schools directly, including some of those related to logistics, policies imposed by the school, or information barriers (lack of knowledge about how to participate). Others would need to be addressed at a systems level.
- Empathy interviews support local educators to assess needs and create a locally-specific plan for addressing barriers, including partnering with community organizations as appropriate. Increased staffing to allow for appropriate monitoring and oversight of the students participating may be necessary to ensure all students feel welcome and safe.

¹ Durlak, Joseph A., and Roger P. Weissberg. "The impact of after-school programs that promote personal and social skills." Collaborative for academic, social, and emotional learning (CASEL) (2007).

² NCEES Policy Issues, [Extracurricular Participation and Student Engagement](#).

³ Kaufman, Jason, and Jay Gaddis. "Cultural capital and the extracurricular activities of girls and boys in the college attainment process." *Pedagogy* 32, no. 2 (2008): 145-168.

⁴ Gibbs, Benjamin G., Lance D. Erickson, Mikaela J. Dufur, and Aaron Miles. "Extracurricular associations and college enrollment." *Social Science Research* 50 (2015): 387-381.

Authors: Lisa Joy Bateman, Isabella Jacoby, Beth LaDuca, Caitlin McRae, Kathryn Torres

February 13, 2024

District Level Data



District Level



Aggregated



By grade, by question

District ID	District Name	Grade	Construct	Content	Question	Categories	Total Survey Responses (Count)	Response Category 1 (Percent)	Response Category 2 (Percent)	Response Category 3 (Percent)	Response Category 4 (Percent)	Response Category 5 (Percent)	Skip Question (Percent)
2100	District Name	6	Sense of Belonging	Comfortable at School	Think about this school year and the people at your school. How much do you agree with each statement? I feel safe talking with students at my school.	Strongly disagree; Disagree; Agree; Strongly agree; Skip question	525	6.7	13.1	48.2	23.6	---	8.4

Through a District Lens...

Prompt

- **Now what?**: How can ODE support districts in more effectively using the data from the SEED Survey?

Protocol

1. **Private Think Time** (1 min.): capture first draft thoughts.
2. **Whole Group Share**: Raise your hand to speak and/or post your comments in Chat. Feel free to respond to each other's comments in the Chat.





Scan for the SEED Survey feedback form



Scroll to the bottom
of the page to find
the [Google form link](#)





Thank you!