ELEVATING STUDENT VOICE
Student Educational Equity Development (SEED) Survey

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2023-2024 SEED Data Use Tips

Guidance for Districts

The Student Educational Equity Development (SEED) survey is an annual survey that is administered to 3rd-11th graders in Oregon. The SEED survey is designed to gather information about students' schooling experiences.

The information gathered from the survey is meant to:

- Help ODE and school districts learn more about students' needs at the systems level;
- Contextualize outcome data (i.e., summative academic tests);
- Inform the development of resources that improve students' experiences and wellbeing.

2023-2024 SEED data are available at two levels of aggregation[1]:

1. State-level: the overall response patterns (i.e., descriptive statistics) for each item among the entire statewide sample, separated by grade. State-level SEED data will be made available to the public on the SEED website in late fall.
2. District-level: the overall response patterns (i.e., descriptive statistics) for each item among a particular district, separated by grade. Preliminary district-level SEED data were shared privately to each district in late summer. This data can be downloaded as an Excel sheet. To access your district's data, contact your District Security Administrator. Depending on each district's processes, the DSA can download an Excel sheet on your behalf.

This guidance document is meant for district personnel who are interested in exploring their district-level 2023-2024 SEED data. It provides a general description of how to approach the SEED data and how to understand and use your data file. ODE recommends taking the following steps:

Step 1 - Become Familiar with the SEED Survey
Step 2 – Develop a Data Exploration Plan
Step 3 – Get Familiar with the Data File
Step 4 – Explore the Data in Excel

[1] To disaggregate data is to group the results. For the SEED results, ODE publicly releases all data grouped at the state level. Districts receive data that are grouped just by their district's students.

Step 1: Become Familiar with the SEED Survey

Before doing anything with your district's data file, you should first spend time getting familiar with the SEED survey domains, areas, and corresponding items at different grade levels. The data file is complex, and it will be difficult to navigate otherwise.

The SEED survey covers eight domains. Certain domains are broken down into smaller and more specific areas. Table 1 describes the SEED domains and areas.

Table 1: Description of SEED Domains and Areas

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

	Mathematics: Students' confidence in their Mathematics skills **Science:** Students' confidence in their Science skills
Post-Graduation Planning	Students' educational, career, and other life plans after graduation
Extracurricular Engagement	Students' participation in extracurriculars and the extracurricular opportunities available to them
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
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

Four of the eight SEED domains are covered in some capacity at all grade levels (i.e., Access to Learning Resources, Sense of Belonging, Opportunity to Learn, Self-Efficacy). The other four domains are covered only in specific grade levels (i.e., Post-Graduation Planning, Extracurricular Engagement, Career/Technical Education, Well-Rounded Education). Table 2 describes which domains and areas are included for which grades.

Table 2: 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

Though some domains are covered across multiple grades, the specific items for that domain can vary from one grade to the next. A list of all SEED items for each grade can be found on the SEED Survey website.

Step 2: Develop a Data Exploration Plan

After getting a sense of the SEED domains, areas, and items you should then design a focused plan for how you would like to explore your districts' data. Identify what learning goal(s) you have that can be answered by SEED data, including what items and grades are of interest to you.

Example:

- Overarching Goal: Our goal is to learn about the levels of confidence that 6th graders have in their English Language Arts skills
    - Nested Goals:
        - We want to identify which English Language Arts skills 6th graders have the lowest confidence in
        - We want to identify which English Language Arts skills 6th grades have the highest confidence in
- Plan: We will look at all ten of the English Language Arts Self-Efficacy items that were asked to 6th graders (see items here). We will look at the general distribution of responses for each item and compare the distributions to one another. We will examine if there are any large discrepancies in the percentage of students who feel 'Not confident' in each skill. We will also explore which skills have the highest percentage of students indicating that they feel 'Very confident.'

Step 3: Get Familiar with the Data File

Once you have developed your data exploration plan, you should then open your data file and familiarize yourself with the layout. All data from your district are provided in a single Excel sheet. The Excel sheet contains 16 columns, and each row represents the response pattern for one item in one grade. The columns are as follows:

Table 3: SEED Data File – Column Names

Column Name	Description
Residing District Institution ID	The unique identification number of the students' residing district
Residing District Institution Name	The name of the students' residing district
Institution Type	The institution type, abbreviated
Grade	The enrolled grade of the students
Survey Type	The type of SEED Survey (SEED, Alt-SEED)
Domain	The name of the domain that the item pertains to
Area	The name of the area that the item pertains to
Question	The language of the item
Response Categories	The response options (i.e., categories) that students were able to select from for the item
Total Survey Responses (Count)	The total number of survey responses for the item
Response Category 1 (Percent)	The percentage of responses that were in the first category for the item – as specified in the 'Response Categories' column
Response Category 2 (Percent)	The percentage of responses that were in the second category for the item – as specified in the 'Response Categories' column
Response Category 3 (Percent)	The percentage of responses that were in the third category for the item – as specified in the 'Response Categories' column
Response Category 4 (Percent)	The percentage of responses that were in the fourth category for the item – as specified in the 'Response Categories' column
Response Category 5 (Percent)	The percentage of responses that were in the fifth category for the item – as specified in the 'Response Categories' column
Skip Question (Percent)	The percentage of skipped responses for the item – as specified in the 'Response Categories' column

It may take a moment to orient to this kind of data file if you are unfamiliar with how to make sense of the columns. Below is an example (using fake data) of how to read and interpret key columns in your data file.

Example:

Grade	Survey Type	Domain	Area
6	SEED	Self-Efficacy	English Language Arts

Question	Response Categories	Total Survey Responses (Count)
I can figure out the main idea of a text or story.	Not confident; A little confident; Somewhat confident; Mostly confident; Very confident; Skip question	350

Response Category 1 (Percent)	Response Category 2 (Percent)	Response Category 3 (Percent)	Response Category 4 (Percent)	Response Category 5 (Percent)	Skip Question (Percent)
9	10.5	14	20	35.5	11

In this example, we are looking at 6th graders' response patterns to a Self-Efficacy item in the area of English Language Arts. The item is: "I can figure out the main idea of a text or story". When looking at the 'Response Categories' column, we see the list of response options students were able to select from for this item. The 'Total Survey Responses (Count)' column shows us that 350 students responded to this item.

The 'Response Category 1 (Percent)' column indicates the percentage of students who selected the first response category listed in the 'Response Categories' column. In this case, it shows us that 9% of students indicated that they were 'Not confident' in this English Language Arts skill. Similarly, the 'Response Category 2 (Percent)' column indicates that 10.5% of students said that they were 'A little confident', and so on and so forth for each corresponding category.

<u>Suppression:</u>

- To protect student privacy and confidentiality, certain data cells might be suppressed if they do not meet sample size requirements. Suppression notations include an estimate of the cell value (e.g., <=1%), an asterisk (*), and / or the label 'DS' (i.e., 'dually suppressed').

Step 4: Executing your Data Exploration Plan

After getting comfortable with the format of the data file, you should now execute your data exploration plan. You will need to filter your data to narrow down on the items and grades you are interested in looking at. This resource explains how to filter the contents of a column in Excel.

Example:

- To execute the prior example's data exploration plan, you would filter so that: 1) only '6' is selected under the 'Grade' column, 2) only 'Self-Efficacy' is selected under the 'Domain' column, and 3) Only 'English Language Arts' is selected under the 'Area' column. This will make it so you are specifically viewing the data for English Language Arts Self-Efficacy items that were asked to 6th graders.
- You can then look over the filtered data and identify the item distributions, any differences in the data under the 'Response Category 1 (Percent)' column (i.e., 'Not confident') across items, and which items have the highest number in the 'Response Category 5 (Percent)' column (i.e., Very confident').

Share your data exploration journeys with other districts.

ODE will be publishing examples of how school districts across the state are working with SEED data.

If you want to share your district's process, email **ODE.SEEDSurveys@ode.oregon.gov**

Suggestions and Resources

- **Explore the data with curiosity.** The SEED survey is meant to help state and district-level staff develop promising practices that improve student outcomes in terms of academic achievement and social and emotional wellness. Used with other data sources (e.g., graduation rates, summative test results, discipline data) SEED can enable educators and leaders to tell a more complete story about how their systems are impacting students.

- **SEED is designed to be an equity tool.** To learn about how to use an equity lens when exploring data, ODE's Office of Education Innovation and Improvement offers a series titled, "Engaging Equity: Equitable Systems, Mindsets, and Practices." Cluster 4 of the series – "Building Equitable Educational Systems" – is most relevant to the SEED data. Module 2 of this cluster focuses on culturally responsive data literacy.

- **Involve teachers, students, families, community members, as well as union and community-based organization representatives in developing your data exploration plan.** Invite individuals from these groups to discuss which domains they are most interested in learning more about from the student perspective. This ODE webinar is about contextualizing data and offers strategies for exploring data in partnership with community members.

- **Utilize ODE resources to address systems-level areas of concern that are identified via the SEED survey.**
    - **Mental Health:** ODE has a webpage that provides resources and information to promote mental health and well-being for educators, students, and families.
    - **Instruction and Standards:** ODE offers resources for instructional support and information about Oregon's learning standards on the Standards and Instruction webpage.
    - **Continuous Improvement Process:** ODE's CIP webpage for schools and districts includes resources and guidance on using data to inform policy, engaging partners, and leveraging effective practices.

This guide was developed by staff at the Oregon Department of Education in consultation with district, regional, state, and national partners.

For more information or to provide feedback, please contact: ODE.SEEDSurveys@ode.oregon.gov