

**MEMORANDUM**

**To:** Bob Sivinski, OMB  
**From:** Rachel Hansen, NCES  
**Through:** Carrie Clarady, NCES  
**Re:** School Pulse Panel 2022 Quarter 4 Revision (OMB# 1850-0969 v.8)

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The School Pulse Panel (SPP) is a monthly data collection originally designed to collect voluntary responses from a nationally representative sample of public schools to better understand how schools, students, and educators are responding to the ongoing stressors of the coronavirus pandemic, along with other priority items for the White House, Centers for Disease Control and Prevention, and Department of Education program offices. This collection allows NCES to comply with the January 21, 2021 EO 14000 Executive Order on Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers. The SPP study is extremely important particularly now that COVID-19 has not waned, and the pulse model is one that the agency will need after the pandemic subsides for other quick-turnaround data needs. It is one of the nation's few sources of reliable data on a wealth of information focused on school reopening efforts, virus spread mitigation strategies, services offered for students and staff, and technology use, as reported by school district staff and principals in U.S. public schools. Initially cleared as an emergency (OMB# 1850-0963), the SPP monthly data collection (OMB #1850-0969) was formally cleared in April 2022, with change requests (OMB# 1850-0969 v.2-3) clearing the May and June 2022 Questionnaires in April and May. A revision (complete with 30D public comment period; v.4) containing projected questionnaire items for August and September 2022 as well as further change requests (v. 5-7) were cleared in July and August 2022.

The purpose of this memo is to accompany a revision (v. 8) and describe the changes to the research materials contained in that revision. The new revision is focused on a 30-day public comment period on new items (within the scope of research domains both previously established and minimally revised in this request; see Part A changes detailed below) to be collected on the October, November, and December instruments (Appendix B.6). These items are considered very close to final and will go through minimal testing with school personnel to examine any comprehension concerns with item wording. Feedback from this testing, as well as additional input from SPP stakeholders will result in modifications and additions that will be reflected in future change requests. Some previously approved items that are considered core content will be collected in during these months. Specifically, items on learning modes, quarantine, and possibly items on after-school programs will be repeated to maintain trend over time. In addition to the changes in Appendix B (new items) and Part A (overall description of the study), updated text and screenshots were also added to Appendix A (communication materials) and Part B in order to keep the materials current.

The costs to the government have not changed as a result of this amendment, nor has the projected respondent burden. All changes to the materials that are part of this submission are detailed below.

## Changes to Part A

### A.1 Circumstances Making Collection of Information Necessary

The School Pulse Panel (SPP) is a new data collection originally designed to collect voluntary responses from a nationally representative sample of public schools to better understand how schools, students, and educators are responding to the ongoing stressors of the coronavirus pandemic. Due to the immediate need to collect information from schools during the pandemic to satisfy the requirement of Executive Order 14000, an emergency clearance (OMB# 1850-0963) was issued to develop and field the first several monthly collections of the SPP. This submission is seeking a request for a full review of the SPP data collection under the traditional clearance review process.

The School Pulse Panel is conducted by the National Center for Education Statistics (NCES), part of the Institute of Education Sciences (IES), within the United States Department of Education. The purpose of the study is to collect extensive data on issues concerning the impact of the COVID-19 pandemic on students and staff in U.S. public primary, middle, high, and combined-grade schools. The survey asks school staff about a wide range of topics, including but not limited to instructional mode offered; enrollment counts of subgroups of students using various instructional modes; strategies to address pandemic-related learning needs; safe and healthy school mitigation strategies; mental health services; use of technology; information on staffing, nutrition services, principal/parental/student/staff concerns, absenteeism, and overall principal experiences. It is planned that some new content will be rotated in (and some rotated out) monthly. This package includes items that were fielded as part of the January-~~June~~ ~~September~~ 2022 data collections, as well as proposed new content to be collected in ~~August~~ ~~October~~ ~~through December~~ and ~~September~~ 2022. Subsequent new content area additions (estimated to take place on a quarterly basis) will take place as revisions with 30-day public comment periods for each subsequent quarterly collection, and may be followed by change requests to further refine items for each month.

#### A.1.1 Purpose of This Submission

The purpose of this submission is to update the full clearance of the School Pulse Panel study (OMB# 1850-0969 v.1-7) which ~~will~~ ~~continues~~ to collect extensive data on issues concerning the impact of the COVID-19 pandemic on students and staff in U.S. public primary, middle, high, and combined-grade schools. The survey asks school staff about a wide range of topics, including but not limited to instructional mode offered; enrollment counts of subgroups of students using various instructional modes; strategies to address pandemic-related learning needs; safe and healthy school mitigation strategies; mental health services; use of technology; information on staffing, nutrition services, principal/parental/student/staff concerns, absenteeism, and overall principal experiences. Specifically, this submission includes ~~updated communication materials to request sampled schools to participate in the monthly collections~~, the instruments that were fielded in January through ~~June~~ September 2022, as well as those proposed ~~to be fielded in for August and September~~ October through December 2022.

#### A.2.1 Research Issues Addressed in the School Pulse Panel

##### XIII. School Climate and Safety

- a. How was the pandemic affected classroom management in your school?
- b. Have you experienced more behavioral or social emotional issues in the classroom?
- c. How have new, remote, or hybrid students been welcomed back into the school setting?
- d. ~~Does your school have a written plan that describes procedures to be performed in the following scenarios?~~

## **Changes to Part B**

### **B2. Procedures for the Collection of Information**

#### **Drawing the Sample**

The samples of schools were drawn in the summer of 2021. Many districts (known as “special contact districts”) require research applications to be submitted and reviewed for approval before contact can be made with schools within their districts. Special contact district outreach was cleared in July (OMB# 1850-0963 v.3) ~~and recruitment has continued to date.~~ Recruitment for the initial sample began in July and August 2021. The initial goal was to obtain commitments from 1,000 schools to participate in the study throughout the duration of the year-long monthly collections (roughly a 70 to 80 percent response rates). However, initial recruitment efforts were not as successful as anticipated. Therefore, the reserve sample schools were included in recruitment efforts starting in September in order to try to get enough responding schools to be able to report out accurate and reliable national estimates.

### **B4. Tests of Procedures**

#### **Cognitive Testing**

As part of the development of the SPP, the monthly instrument starting in September underwent 20 cognitive testing with school and district administrators during the summer of 2021. The cognitive testing focused on items pertaining to the COVID-19 pandemic that caused widespread school closures, and significant changes to school policies and disruptions to their delivery of instruction to students in 2020, 2021, 2022. Iterative modifications were made throughout the testing to improve clarity and comprehension. Items in the September instrument were used as part of the January, February, and March survey instruments. ~~Subsequent quarterly monthly instruments have been posted for 30-day comment while simultaneously undergoing cognitive testing with 8-9 school personnel. Change requests reflecting modifications to items based on feedback from cognitive testing have been submitted and approved prior to each monthly collection. Additional items and modification to items were cleared through change requests. Final instruments items included for January, February, and March through September, as well as proposed items to be included on the April, May, and June October, November, and December instruments are included in Appendix B.~~

## **Changes to Appendix A**

This submission updates the Web Instrument Log-in Screenshot with the current screenshot; the previous version had an old screenshot with an outdated OMB# (from the previous emergency clearance) and expiration date. It can be seen on p. 25 of Appendix A.

## **Changes to Appendix B**

### **Appendix B.6 – Proposed October, November, and December Items**

*Based on feedback from SPP stakeholders and school staff, proposed items for the October, November, and December instruments may be updated at a later time through a change request.*

#### **Staffing (October)**

**STAFFING1.** Please enter the following information on staffing at your school.

*For total number of positions, include positions that are filled and that are currently vacant. Enter ‘0’ if your school offers the position and is fully staffed.*

	Total number of positions at my school (filled + vacant)	Number of vacancies	This position is not offered at my school	Don't Know
General Elementary				
Special Education				
English or language arts				
Social studies				
Computer science				
Mathematics				
Biology or life sciences				
Physical sciences (e.g., chemistry, physics, earth sciences)				
English as a Second Language (ESL) or bilingual education				
Foreign languages				
Music or arts				
Career or technical education				
Physical education or health				
Other teachers not listed				

**STAFFING2.** Please enter the following information on staffing at your school.

*For total number of positions, include positions that are filled and that are currently vacant.*

*Enter '0' if your school offers the position and is fully staffed.*

	Total number of positions at my school (filled + vacant)	Number of vacancies	This position is not offered at my school	Don't Know
Mental health professional (e.g., psychologist, social worker)				
Medical professional (e.g., nurse, nurse's aide)				
Administrative staff				
Technology specialist				
Transportation staff				
Custodial staff				
Nutrition staff (e.g., food preparation, cafeteria workers)				
Academic Counselor				
Academic Interventionist				
Tutors				
Instructional Coaches				
Other staff not listed				

**Supply Chain Issues (October)**

**SC1a.** For which categories of items, if any, has your school experienced procurement challenges that appear to be the result of supply chain disruptions? *Select all that apply.*

- Food services
- Laptops and other electronic devices
- Books
- Paper, pens, markers, and other school supplies
- Office equipment and other appliances
- Cleaning products
- Furniture
- Automotive equipment
- Athletic gear and apparel
- We have no procurement issues that appear to be the result of supply chain disruptions

**SC1b.** To what extent have these procurement challenges negatively impacted your school operations?

{Display based on responses to SC1a}	No negative impact	Limited negative impact	Moderate negative impact	Severe negative impact	Don't Know
Food services					
Laptops and other electronic devices					
Books					
Paper, pens, markers, and other school supplies					
Office equipment and other appliances					
Cleaning products					
Furniture					
Automotive equipment					
Athletic gear and apparel					

**SC2.** Which of the following, if any, have you experienced as a result of supply chain disruptions? *Select all that apply.*

- Had to reduce options available to students/staff (e.g., fewer menu items)
- Needed to identify alternate vendors for the same product(s)
- Purchased alternative product(s) (e.g., different brands) than originally intended
- Purchased lower volume than originally intended
- Needed to cancel order(s) altogether
- Temporarily operated without adequate equipment (e.g., insufficient laptops for all students)
- Had to cancel extracurricular activities
- Had to cancel classes
- Other, please specify: \_\_\_\_\_
- None of the above

**SC2.** We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you are **dealing with supply chain issues**.

*This item is optional.*

### **Nutrition and Food Services (October)**

**SchLun12.** For the 2022-23 school year, did your school collect household applications for free or reduced-price school meals?

- Yes
- No
- Don't Know

**SchLun1.** As of today, how does your school provide students with breakfast and lunch?

- Students can participate in USDA School Meal programs (e.g., the National School Lunch Program, School Breakfast Program)
- Students can buy meals at school but not part of USDA School Meal programs
- All students must bring meals from home
- Don't Know

**SchLun2.** You indicated your school operates the USDA School Meal program. As of today, about what percentage of students in your school participate in these programs? {Display if SchLun1 = ...PARTICIPATE IN USDA}

- 0% {If selected, no other food items are displayed}
- 1-25%
- 26-50%
- 51-75%
- 76-99%
- 100%
- Don't Know

**SchLun3.** As of today, how does your school operate the school lunch and/or breakfast programs?

- Community Eligibility Provision (CEP) or other special provision
- Other option through state or local initiative that offers all students free lunches and/or breakfasts
- Standard school meal program operations
- Summer Food Service Program (SFSP) – our school is currently operating under an unanticipated school closure
- Partnerships or sponsorships with local food organizations
- Other, please specify: \_\_\_\_\_
- Don't Know

**SchLun4.** Since the beginning of the 2022-23 school year, what are the ways that your school has provided meals to students? *Select all that apply.*

- Meals are (or have been) provided in the school building
- Meals are (or have been) picked up from school-designated locations

- Meals are (or have been) dropped off using bus routes
- Meals are (or have been) delivered directly to households
- Meals are (or have been) prepared and delivered through local partnerships
- Other, please specify: \_\_\_\_\_
- Don't Know

**SchLun6.** How easy or difficult has it been for your school to operate USDA School Meal programs during the 2022-23 school year compared to the 2021-22 school year?

- Very difficult
- Somewhat difficult
- About the same
- Somewhat easy
- Very easy

**SchLun13.** What, if any, challenges has your school experienced with school meal program operations during the 2022-23 school year? *Select all that apply.*

- Decreased student participation **compared to last school year (2021-22)**
- Decreased student participation **compared to a typical school year prior to the start of the COVID-19 pandemic**
- Increased program costs
- School food service staffing shortages
- Challenges convincing parents to submit applications for free or reduced-price meals
- Challenges processing applications for free or reduced-price meals
- Additional questions or confusion from parents regarding shift from free meals for all students to traditional program operations
- Challenges obtaining enough food, beverages and/or meal service supplies for students participating in the school meal programs
- Challenges serving specific types of foods that were planned to be on school meal program menus
- Difficulty maintaining compliance with meal pattern requirements
- Increased negative feedback or complaints about school meals from parents or students
- Other, please specify: \_\_\_\_\_
- Don't Know
- My school has not experienced any challenges with school meal program operations this year

**SchLun14.** As a result of the challenges noted above, have you had to make any of the adjustments listed below to the school meals programs? {Display if SchLun13 ≠ "My school has not experienced..."}

- Reducing menu options
- Increasing paid lunch prices
- Seeking external funding to cover excess costs of serving school meals
- Limiting service options (e.g., stopping breakfast in the classroom)
- No longer participating in National School Lunch Program
- No longer participating in School Breakfast Program
- No longer participating in other USDA child nutrition programs (e.g., afterschool snack programs)
- Other, please specify: \_\_\_\_\_
- Don't know
- We have not had to make any adjustments to our school meal program

**SchLun9.** What category(s) are you experiencing issues with procuring? *Select all that apply.* {Display if

SchLun13 = “Challenges obtaining enough food...” selected}

- Fruits
- Vegetables
- Grains
- Whole Grain Rich items
- Milk
- Meat/Meat Alternates
- Low-sodium foods
- Meal service supplies (e.g., food trays)
- Other, please specify: \_\_\_\_\_
- Don't Know

**SchLun10.** Are the challenges you are experiencing with school meal program food due to any of the following? *Select all that apply.* {Display if SchLun13 if “Challenges serving specific types...” selected}

- Shipment delays
- Orders arriving with missing items, reduced quantities, or product substitutions
- Limited product availability
- Food or supply costs
- Labor shortages
- Limited or no vendors available
- Limited or restricted food delivery day or times
- Vendor surcharges or increased purchasing minimums
- Other, please specify: \_\_\_\_\_
- Don't Know

**SchLun11.** We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you are **providing your students with breakfast and/or lunch.**

*This item is optional.*

**School Crime and Safety (November)**

**CS1.** During the 2022-23 school year, is it a practice at your school to do the following?

	Yes	No	Don't Know
Require visitors to sign or check in and wear badges			
Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks)			
Control access to school grounds during school hours (e.g., locked or monitored gates)			



Equip classrooms with locks so that doors can be locked from the inside			
Close the campus for most or all students during lunch			
Provide school lockers to students			
Have “panic button(s)” or silent alarm(s) that directly connect to law enforcement in the event of an incident			
Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency			
Require faculty and staff to wear badges or picture IDs			
Use one or more security cameras to monitor the school			
Provide two-way radios to any staff			
Require metal detector checks on students every day			
Perform one or more random metal detector checks on students			
Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons)			
Require drug testing for students participating in athletics or other extracurricular activities			
Require students to wear uniforms			
Enforce a strict dress code			
Require clear book bags or ban book bags on school grounds			
Provide a structured anonymous or confidential threat reporting system (e.g., tip line, online submission, telephone hotline, or written submission via drop box)			
Require students to wear badges or picture IDs			
Prohibit non-academic use of cell phones or smartphones during school hours			

**CS2.** As of today, have any of the following contraband items been confiscated from students at your school during the 2022-23 school year? *Select all that apply.*

- Firearms
- Explosive devices
- Knives
- Other weapons
- Illegal drugs or drug paraphernalia
- Prescription drugs
- Alcohol
- Tobacco products or paraphernalia
- None of the Above
- Don't Know

**CS3.** Does your school have a written plan that describes procedures to be performed in the following scenarios?

	Yes	No	Don't Know
Active Shooter			
Natural disasters (e.g., earthquakes, tornadoes)			
Hostages			
Bomb threats or incidents			

Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)			
Suicide threats or incidents			
Pandemic disease			
Post-crisis reunification of students with their families			

**CS4a.** During the 2022-23 school year, has (or will) your school drilled students on the use of the following emergency procedures?

	Yes	No	Don't Know
Evacuation (i.e., students and staff required to leave the building due to an incident)			
Lockdown (i.e., securing the school building and grounds during incidents that pose an immediate threat of violence)			
Shelter-in-place (i.e., students and staff are required to remain indoors because it is safer in inside the building or a room than outside)			

**CS4b.** How often does (or will) your school drill students in these emergency procedures?

{Display based on responses to CS4a}	Weekly	Every Other Week	Monthly	Every Other Month	Once a grading/marking period	Twice a year (alt option)	Once a year	Don't Know
Evacuation (i.e., students and staff required to leave the building due to an incident)								
Lockdown (i.e., securing the school building and grounds during incidents that pose an immediate threat of violence)								
Shelter-in-place (i.e., students and staff are required to remain indoors because it is safer in inside the building or a room than outside)								

**CS5a.** During the 2022–23 school year, did your school have a threat assessment team or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)?

- Yes
- No
- Don't Know

**CS5b.** Have any students been found to be a potential risk for violent or harmful behavior? {Display if CS5a = YES} *Select all that apply.*

- Yes, towards themselves
- Yes, towards others
- No
- Don't Know

**CS6a.** During 2022-23 school year, does your school have any sworn law enforcement officers, including School Resource Officers (SROs), present at your school at least once a week?

*Do NOT include security officers who are not sworn law enforcement officers.*

- Yes
- No
- Don't Know

**CS6b.** Are sworn law enforcement officers (including SROs) used at least once a week in or around your school at the following times? {Display if CS6a = YES}

	Yes	No	Don't Know
While students were arriving or leaving			
At selected school activities (e.g., athletic and social events, open houses)			
When school or school activities were not occurring			

**CS6c.** Do any of the sworn law enforcement officers (including SROs) at your school routinely: {Display if CS6a = YES}

	Yes	No	Don't Know
Carry physical restraints (e.g., handcuffs, Tasers)			
Carry chemical aerosol sprays (e.g., Mace, pepper spray)			
Carry a firearm			
Wear a body camera			

**CS6d.** Do these sworn law enforcement officers (including SROs) participate in the following activities at your school? {Display if CS6a = YES}

	Yes	No	Don't Know
Motor vehicle traffic control			
Security enforcement and patrol			
Maintaining student discipline			
Identifying problems in the school and proactively seeking solutions to those problems			
Training teachers and staff in school safety or crime prevention			
Mentoring students			
Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses)			

Recording or reporting discipline problems to school authorities			
Providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining assault for school authorities)			
Emergency management (i.e., developing and implementing comprehensive safety plans and strategies in consultation with other first responders and school administrators)			

**CS6e.** During the 2022-23 school year, does your school or district have any formalized policies or written documents (e.g., Memorandum of Understanding, Memorandum of Agreement), that outlined the roles, responsibilities, and expectations of sworn law enforcement offices (including SROs) at school? {Display if CS6a = YES}

- Yes
- No
- Don't Know

**CS6ee.** Do these formalized policies or written documents include language defining the role of sworn law enforcement officers (including SROs) at school in the following areas? {Display if CS6a & CS6e= YES}

	Yes	No	Don't Know
Student discipline			
Use of physical restraints (e.g., handcuffs, Tasers) or chemical aerosol sprays (e.g., Mace, pepper spray)			
Use of firearms			
Making arrests on school grounds			
Reporting of criminal offenses to a law enforcement agency			

**CS7a.** How many of the following are present at your school at least once a week?

*If an officer works full-time across various schools in the district, please count the officer as "part-time" for your school.*

*If your school does not have any officers present at your school at least once a week, enter 0.*

- **Full-time** School Resource Officer: \_\_\_\_\_
- **Part-time** School Resource Officer: \_\_\_\_\_
- **Full-time** sworn law enforcement officer (NOT a School Resource Officer): \_\_\_\_\_
- **Part-time** sworn law enforcement officer (NOT a School Resource Officer): \_\_\_\_\_

**CS7b.** Select the response option about School Resource Officer(s) at your school that best matches your feelings.

- The School Resource Officer(s) at my school have a **very negative** impact on our school community.
- The School Resource Officer(s) at my school have a **somewhat negative** impact on our school community.
- The School Resource Officer(s) at my school has **neither a positive nor a negative** impact on our school community.
- The School Resource Officer(s) at my school have a **somewhat positive** impact on our school community.
- The School Resource Officer(s) at my school have a **very positive** impact on our school community.

- Don't know

**CS7b\_alt.** To what extent do you agree or disagree with the following statement: “The School Resource Officer(s) at my school make a positive impact on our school community.” {Display if CS7a Full- or Part-time SROs > 0}

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree
- Don't Know

**CS7bb.** Briefly describe your selection to the previous item. {Display if CS7b does not equal don't know}

**CS7c.** Select the response option about sworn law enforcement officer(s) at your school that best matches your feelings.

- The sworn law enforcement officer(s) at my school have a **very negative** impact on our school community.
- The sworn law enforcement officer(s) at my school have a **somewhat negative** impact on our school community.
- The sworn law enforcement officer(s) at my school has **neither a positive nor a negative** impact on our school community.
- The sworn law enforcement officer(s) at my school have a **somewhat positive** impact on our school community.
- The sworn law enforcement officer(s) at my school have a **very positive** impact on our school community.
- Don't know

**CS7c\_alt.** To what extent do you agree or disagree with the following statement: “The sworn law enforcement officer(s) at my school make a positive impact on our school community.” {Display if CS7a Full- or Part-time sworn law enforcement officer > 0}

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree
- Don't Know

**CS7cc.** Briefly describe your level agreement or disagreement to the prior item. {Display if CS7c does not equal don't know}

**CS8a.** Aside from any sworn law enforcement officer (including SROs), how many additional security officers or personnel are present at your school at least once a week?

*If a security officer or other security personnel works full-time across various schools in the district, please count the officer as “part-time” for your school.*

*If your school does not have any officers present at your school at least once a week, enter 0.*

- **Full-time** security officer or security personnel: \_\_\_\_\_
- **Part-time** security officer or security personnel: \_\_\_\_\_

**CS8b.** Select the response option about security officer(s) or personnel at your school that best matches your feelings.

- The security officer(s) or personnel at my school have a **very negative** impact on our school community.
- The security officer(s) or personnel at my school have a **somewhat negative** impact on our school community.
- The security officer(s) or personnel at my school has **neither a positive nor a negative** impact on our school community.
- The security officer(s) or personnel at my school have a **somewhat positive** impact on our school community.
- The security officer(s) or personnel at my school have a **very positive** impact on our school community.
- Don’t know

**CS8b\_alt.** To what extent do you agree or disagree with the following statement: “The security officer(s) or personnel at my school make a positive impact on our school community.” {Display if CS8a Full- or Part-time security officer > 0}

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree
- Don’t Know

**CS8bb.** Briefly describe your level agreement or disagreement to the prior item. {Display if CS8b does not equal don’t know}

**CS9.** During the 2022–23 school year, has (or will) your school or school district provided any of the following trainings for classroom teachers or aides?

	Yes	N o	Don’t Know
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Classroom management for teachers			
School-wide discipline policies and practices related to violence			
School-wide discipline policies and practices related to cyberbullying			
School-wide discipline policies and practices related to bullying other than cyberbullying			
School-wide discipline policies and practices related to alcohol and/or drug use			
Safety procedures (e.g., how to handle emergencies)			
Recognizing early warning signs of students likely to exhibit violent behavior			
Recognizing signs of self-harm or suicidal tendencies			
Intervention and referral strategies for students displaying signs of mental health disorders (e.g., depression, mood disorders, ADHD)			
Recognizing physical, social, and verbal bullying behaviors			
Recognizing signs of students using/abusing alcohol and/or drugs			
Positive behavioral intervention strategies			
Crisis prevention and intervention			
Recognizing or responding to behaviors involving bias or hate crimes against traditionally marginalized groups			
Diversity, equity, and inclusion (DEI)			

**CS10.** Aside from sworn law enforcement officers (including SROs) or other security officers or personnel who carry firearms, during the 2022-23 school year, are there any staff at your school who legally carry a firearm on school property?

- Yes
- No
- Don't Know

**CS11.** To what extent do the following factors limit your school's efforts to reduce or prevent crime?

	Limits in a major way	Limits in a minor way	Does not limit
Lack of or inadequate teacher training in classroom management			
Lack of or inadequate alternative placement or programs for disruptive students			
Likelihood of complaints from parents			
Lack of teacher support for school policies			
Lack of parental support for school policies			
Teachers' fear of student retaliation			
Fear of litigation			
Inadequate funds			
Inconsistent application of school policies by faculty or staff			

**CS12.** During the 2022-23 school year, does your school allow for the use of the following disciplinary actions?

	Yes	No	DK
Removal with no continuing school services for at least the remainder of the school year			
Removal with school-provided tutoring/home instruction for at least the remainder of the			

school year			
Transfer to an alternative school* for disciplinary reasons			
Transfer to another regular school for disciplinary reasons			
Out-of-school suspension or removal for less than the remainder of the school year with <b>NO</b> curriculum or services provided			
Out-of-school suspension or removal for less than the remainder of the school year with curriculum or services <b>provided</b>			
Referral to a school counselor			
Assignment to a program (during school hours) designed to reduce disciplinary problems			
Assignment to a program (outside of school hours) designed to reduce disciplinary problems			
Loss of school bus privileges due to misbehavior			
Corporal punishment			
Placement on school probation with consequences if another incident occurs			
Detention and/or Saturday school			
Loss of student privileges			
Requirement of participation in community service			

**CS13.** We’d like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how **the impact of sworn law enforcement officers (including SROs) and other efforts to maintain safety at your school.**

*This item is optional.*

**Mental Health (December)**

Note: Most of these items were fielded in April and have been slightly modified to reflect the new school year.

**MH1.** During the 2022-23 school year, which of the following, if any, school-based mental health services are being provided to STUDENTS?

- Outreach (e.g., a screening of all students for mental health concerns)
- Case management (e.g., identifying and coordinating mental health support for individual students)
- Needs assessment (e.g., evaluating the gaps in resources for an individual student’s well-being)
- Individual-based intervention (e.g., providing one-on-one counseling or therapy to student)
- Group-based intervention (e.g., providing services to a group of students who are all seeking help for the same issue)
- Family-based intervention (e.g., providing resources to caregivers for supporting their student’s health)
- Telehealth delivery (e.g., meeting between mental service provider at school and students via video or phone)
- External referrals (e.g., referring students to mental health professionals outside of school)
- Other, please specify: \_\_\_\_\_
- We have not provided any school-based mental health services during the 2022-23 school year
- Don’t Know

**MH2.** Who provides the mental health services offered at your school? *Select all that apply.* {Display if MH1 ≠ “We have not provided any...” OR “Don’t Know”}



- School- or district-employed licensed mental health professional (e.g., school psychologist, social worker)
- School counselor (e.g., academic or general counselor)
- School nurse
- Outside practice or program that provides services at your school (e.g., university programs, contracted services)
- Other, please specify: \_\_\_\_\_

**MH3.** During the 2022-23 school year, has your school provided resources (e.g., information on providers or therapy, emergency hotlines, support groups) for students to seek services outside of school?

- Yes
- No
- Don't Know

**MH4.** For the 2022-23 school year, did your school make any changes to the daily or yearly academic calendar in order to mitigate potential mental health issues for students and staff?

*Include actions like designating time during the school day to focus on mental wellness and adding designated days off for students and staff to focus on their mental health. Please do not include changes due to physical health concerns.*

- Yes
- No
- Don't Know

**nMH5.** Compared to last school year (2021-22), have the mental health services provided at your school changed?

{Display based on responses to MH1}	Offering more of this service	Offering less of this service	Offering the same amount of this service	Don't Know
Outreach (e.g., a screening of all students for mental health concerns)				
Case management (e.g., identifying and coordinating mental health support for individual students)				
Needs assessment (e.g., evaluating the gaps in resources for an individual student's well-being)				
Individual-based intervention (e.g., providing one-on-one counseling or therapy to student)				
Group-based intervention (e.g., providing services to a group of students who are all seeking help for the same issue)				
Family-based intervention (e.g., providing resources to caregivers for supporting their student's health)				
Telehealth delivery (e.g., meeting between				

mental service provider at school and students via video or phone)				
External referrals (e.g., referring students to mental health professionals outside of school)				

**MH6a.** During the 2022-23 school year, has your school provided staff with any resources (e.g., trainings or professional development) to help identify mental issues among STUDENTS?

- Yes
- No
- Don't Know

**MH6b.** Do your resources include any of the following? *Select all that apply.* {Display if nMH6=yes} (NOTE: the response options for this item will be drawn from common responses to scheduled cognitive testing, and this item will be appropriately updated with final response options in a change request in November 2022.)

- Recognizing student behaviors that may indicate a mental health issue
- Teaching mental health literacy and reducing stigma
- Fostering social emotional competencies and well-being

**nMH7.** Compared to last school year (2021-22), how has the percentage of STUDENTS who have sought mental health services from your school changed?

{Populate based on responses to MH1}	More students seeking this service	Fewer students seeking this service	The same percentage of students seeking this service	Don't Know
Outreach (e.g., a screening of all students for mental health concerns)				
Case management (e.g., identifying and coordinating mental health support for individual students)				
Needs assessment (e.g., evaluating the gaps in resources for an individual student's well-being)				
Individual-based intervention (e.g., providing one-on-one counseling or therapy to student)				
Group-based intervention (e.g., providing services to a group of students who are all seeking help for the same issue)				
Family-based intervention (e.g., providing resources to caregivers for supporting their student's health)				

Telehealth delivery (e.g., meeting between mental service provider at school and students via video or phone)				
External referrals (e.g., referring students to mental health professionals outside of school)				

**nMH7alt.** To the best of your knowledge, how has the percentage of STUDENTS who have sought mental health services from your school changed compared to last school year (2021-22)?

- It has decreased
- It has not changed
- It has increased
- Don't Know

**MH8.** To the best of your knowledge, how has the percentage of STAFF expressing concerns with STUDENTS exhibiting depression, anxiety, trauma, or emotional dysregulation/disturbance changed compared to last school year (2021-22)?

- It has decreased
- It has not changed
- It has increased
- Don't Know

**MH10a.** To the best of your knowledge, have any of the following groups of students sought out mental health services more than others during the 2022-23 school year? *Select all that apply.*

- Students from particular racial/ethnic backgrounds (indicate in next item)
- Students with Individualized Education Programs (IEPs) or 504 plans
- Students with medical conditions, or in families with medical conditions, that put them at high risk for COVID-19
- Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- English Learner (EL) or English as a Second Language (ESL) students
- Students experiencing homelessness
- Migrant students
- Students in Gifted and Talented programs (aka GATE, TAG, G/T)
- LGBTQI+ students
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't Know

**MH10b.** Which of the following racial/ethnic student groups have sought out mental health services more than others? *Select all that apply.* {Display if MH10a = "...particular racial/ethnic backgrounds"}

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White
- Not Specified

**MH11a.** Does your school have a specific program for social and emotional learning (SEL) for STUDENTS?

- Yes
- No
- Don't Know

**MH11b.** Which of the following characteristics can be found in your school's SEL program? {Display if MH11a = "Yes"}

- Classroom activities beyond core lessons
- Climate and culture supports
- Tools to assess program outcomes
- Professional development and training
- Tools to assess implementation
- Family engagement
- Community engagement
- Equitable and inclusive education

**MH12a.** To what extent do you agree with the following statement: "My school is able to effectively provide mental health services to all students in need."

- Strongly disagree
- Moderately disagree
- Neither agree nor disagree
- Moderately agree
- Strongly agree
- Don't know

**MH12b.** Which of the following factors, if any, limit your school's efforts to effectively provide mental health services to all students in need? *Select all that apply.*

- Inadequate access to licensed mental health professionals
- Insufficient mental health professional staff coverage to manage caseload
- Inadequate funding
- Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality)
- Concerns about reactions from parents
- Lack of community support for providing mental health services to students in your school
- Requirements that the school pay for the mental health services

- Reluctance among school staff to label students with mental health disorders to avoid stigmatizing the child
- Other, please specify: \_\_\_\_\_
- No factors limit my school's efforts to effectively provide mental health services to all students in need
- Don't Know

**MH13.** Which of the following sources of funding have been used to support mental health services for STUDENTS during the 2022-23 school year? *Select all that apply.*

- Federal grants or other federal programs
- State grants or other state programs
- District or school financial funding
- Partnerships or sponsorships with organizations
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't know

*The following items focus on mental health services provided to **STAFF***

**MH14.** Which of the following sources of funding have been used to support mental health services for STAFF during the 2022-23 school year? *Select all that apply.*

- Federal grants or other federal programs
- State grants or other state programs
- District or school financial funding
- Partnerships or sponsorships with organizations
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't know

**MH15.** For the 2022-23 school year, does your school provide STAFF with COVID-specific leave in addition to regular sick leave?

- Yes
- No
- Don't Know

**MH16.** Has your school provided STAFF with any resources to self-identify mental health issues during the 2022-23 school year?

- Yes
- No
- Don't Know

**nMH17.** Which of the following benefits or approaches, if any, have been offered address the mental health needs of your staff during the 2022-23 school year?

- Individual mental health counseling at the school
- Group-based/peer support interventions
- Referrals for mental health services outside of school
- Additional sick leave or paid time off
- Increased compensation
- Mental health-related professional development
- Regular staff self-assessments
- Proactive outreach to staff members
- Additional professional development focused on mental health
- Increased preparation time for staff
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't know

**MH19.** To the best of your knowledge, how has the percentage of STAFF who have sought mental health services from your school changed compared to last school year (2021-22)?

- It has decreased
- It has not changed
- It has increased
- Don't know

**MH20.** To the best of your knowledge, how has the percentage of staff expressing concerns with THEMSELVES or THEIR COLLEAGUES exhibiting depression, anxiety, trauma, or emotional dysregulation/disturbance changed compared to last school year (2021-22)?

- It has decreased
- It has not changed
- It has increased
- Don't know

## **Tutoring (December)**

**Tutoring1.** During the 2022-23 school year, which of the following types of tutoring are students at your school provided? *Select all that apply.*

- High-dosage tutoring** (i.e., tutoring that takes place one-on-one or in small group instruction, offered three or more times per week, is provided by educators or well-trained tutors, aligns with an evidence-based core curriculum or program, and is also known as Evidence-based or High-quality tutoring). {Display HDT items if selected}
- Standard tutoring** (i.e., a less intensive method of tutoring that may take place in one-on-one, small group, or large group settings, is offered less than three times per week, and is provided by educators who may or may not have received specific training in tutoring practices) {Display SDT items if selected}
- Self-paced tutoring** (i.e., a method of tutoring in which students work on their own, typically online, where they are provided guided instruction and allows them to move onto new material after displaying mastery of content) {Display SPT items if selected}
- Other method(s) of tutoring**, please specify: \_\_\_\_\_ {Display OMT items if selected}

*The following items ask about **high-dosage** tutoring at your school during the 2022-23 school year*

**HDT1.** Who administers **high-dosage** tutoring at your school? *Select all that apply.*

- Tutors whose primary or only job is to provide tutoring
- Teachers who have received training or professional development in tutoring
- Teacher/classroom aides who have received training or professional development in tutoring
- Teachers who have NOT received training or professional development in tutoring
- Teacher/classroom aides who have NOT received training or professional development in tutoring
- Subject-area specialists (e.g., reading or math specialists)
- Other, please specify: \_\_\_\_\_
- Don't know

**HDT2.** As of today, what percentage of students at your school have received **high-dosage** tutoring during the 2022-23 school year?

\_\_\_\_\_ % of students  
 Don't know

**HDT3.** To the best of your knowledge, how does the percentage of students who receive **high-dosage** tutoring compare to last school year (2021-22)?

- More students are receiving high-dosage tutoring
- Fewer students are receiving high-dosage tutoring
- About the same percentage of students are receiving high-dosage tutoring
- Don't Know

**HDT4a.** To the best of your knowledge, have any of the following subgroups of students received **high-dosage** tutoring more than others during the 2022-23 school year? *Select all that apply.*

- Students from particular racial/ethnic backgrounds (indicate in next item)
- English Learner (EL) or English as a Second Language (ESL) students
- Students with Individualized Education Programs (IEPs) or 504 plans

- o Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- o Students experiencing homelessness
- o Migrant students
- o Students who are not receiving full-time in-person instruction
- o Other, please specify: \_\_\_\_\_
- o No subgroups have received more high-dosage tutoring than others



**HDT4b.** Which of the following racial/ethnic student groups have received **high-dosage** tutoring more than others? *Select all that apply.* {Display if HDT4a = "...particular racial/ethnic backgrounds"}

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White
- Not Specified

**HDT5.** When do students at your school receive **high-dosage** tutoring? *Select all that apply.*

- Before school
- After school
- During regular instruction periods, **through pull-out services**
- During regular instruction periods, **in the classroom**
- During "free periods" for students (e.g., portions of the day students do not have class, lunch/recess)
- Outside of the regular school week (e.g., Saturdays or Sundays)
- Other, please specify: \_\_\_\_\_
- Don't know

**HDT6.** For students who receive **high-dosage** tutoring, approximately how many days per week do they receive this type of tutoring?

- 1 day per week
- 2 days per week
- 3 days per week
- 4 days per week
- 5 days per week
- Don't Know

**HDT7.** For students who receive **high-dosage** tutoring, approximately how long does the typical tutoring session last?

- Less than 30 minutes
- 30 to 45 minutes
- 46 minutes to 1 hour
- More than 1 hour
- Don't Know

**HDT8a.** In which of the following subject areas do students in your school receive **high-dosage** tutoring?

- Mathematics
- English/Language Arts (including Reading)
- Sciences (e.g., general science, biology, chemistry)
- Computer Science
- Social Studies/History

- Foreign Language(s)

**HDT8b.** Please rank the following subjects in terms of the frequency with which they are targeted in **high-dosage** tutoring. {Display based on responses to HDT8a}

- Mathematics
- English/Language Arts (including Reading)
- Sciences (e.g., general science, biology, chemistry)
- Computer Science
- Social Studies/History
- Foreign Language(s)

**HDT9.** To what extent do you agree with the following statement: “My school is able to effectively provide **high-dosage** tutoring to all students in need.”

- Strongly disagree
- Moderately disagree
- Neither agree nor disagree
- Moderately agree
- Strongly agree
- Don’t know

**HDT10.** Which of the following factors, if any, limit your school’s efforts to effectively provide **high-dosage** tutoring to all students in need? *Select all that apply.*

- Cannot find staff to support high-dosage tutoring
- Lack of funding to hire staff to support high-dosage tutoring
- Time limitations (i.e., cannot find enough time to support high-dosage tutoring)
- Space limitations (i.e., do not have the physical space to support high-dosage tutoring)
- Lack of educational materials to support high-dosage tutoring
- Other, please specify: \_\_\_\_\_
- We have not experienced any barriers to implementing high-dosage tutoring
- Don’t know

**HDT11.** Which of the following sources of funding have been used to support **high-dosage** tutoring during the 2022-23 school year? *Select all that apply.*

- American Rescue Plan funds
- Other federal grants or programs
- State grants or other state programs
- District or school financial funding
- Partnerships or sponsorships with organizations
- Other, please specify: \_\_\_\_\_
- None of the above
- Don’t know

The following items ask about **standard** tutoring at your school during the 2022-23 school year

**SDT1.** Who administers **standard** tutoring at your school? *Select all that apply.*

- Tutors whose primary or only job is to provide tutoring
- Teachers who have received training or professional development in tutoring
- Teacher/classroom aides who have received training or professional development in tutoring
- Teachers who have NOT received training or professional development in tutoring
- Teacher/classroom aides who have NOT received training or professional development in tutoring
- Subject-area specialists (e.g., reading or math specialists)
- Other, please specify: \_\_\_\_\_
- Don't know

**SDT2.** As of today, what percentage of students at your school have received **standard** tutoring during the 2022-23 school year?

\_\_\_\_\_ % of students

- Don't know

**SDT3.** To the best of your knowledge, how does the percentage of students who receive **standard** tutoring compare to last school year (2021-22)?

- More students are receiving standard tutoring
- Fewer students are receiving standard tutoring
- About the same percentage of students are receiving standard tutoring
- Don't Know

**SDT4a.** To the best of your knowledge, have any of the following subgroups of students received **standard** tutoring more than others during the 2022-23 school year? *Select all that apply.*

- Students from particular racial/ethnic backgrounds (indicate in next item)
- English Learner (EL) or English as a Second Language (ESL) students
- Students with Individualized Education Programs (IEPs) or 504 plans
- Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- Students experiencing homelessness
- Migrant students
- Students who are not receiving full-time in-person instruction
- Other, please specify: \_\_\_\_\_
- No subgroups have received more standard tutoring than others

**SDT4b.** Which of the following racial/ethnic student groups have received **standard** tutoring more than others? *Select all that apply.* {Display if HDT4a = "...particular racial/ethnic backgrounds"}

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White
- Not Specified

**SDT5.** When do students at your school receive **standard** tutoring? *Select all that apply.*

- Before school
- After school
- During regular instruction periods, **through pull-out services**
- During regular instruction periods, **in the classroom**
- During “free periods” for students (e.g., portions of the day students do not have class, lunch/recess)
- Outside of the regular school week (e.g., Saturdays or Sundays)
- Other, please specify: \_\_\_\_\_
- Don’t know

**SDT6.** For students who receive **standard** tutoring, approximately how many days per week do they receive this type of tutoring?

- 1 day per week
- 2 days per week
- 3 days per week
- 4 days per week
- 5 days per week
- Don’t Know

**SDT7.** For students who receive **standard** tutoring, approximately how long does the typical tutoring session last?

- Less than 30 minutes
- 30 to 45 minutes
- 46 minutes to 1 hour
- More than 1 hour
- Don’t Know

**SDT8a.** In which of the following subject areas do students in your school receive **standard** tutoring?

- Mathematics
- English/Language Arts (including Reading)
- Sciences (e.g., general science, biology, chemistry)
- Computer Science
- Social Studies/History
- Foreign Language(s)

**SDT8b.** Please rank the following subjects in terms of the frequency with which they are targeted in **standard** tutoring. {Display based on responses to HDT8a}

- Mathematics
- English/Language Arts (including Reading)
- Sciences (e.g., general science, biology, chemistry)
- Computer Science
- Social Studies/History
- Foreign Language(s)

**SDT9.** To what extent do you agree with the following statement: “My school is able to effectively provide **standard** tutoring to all students in need.”

- Strongly disagree
- Moderately disagree
- Neither agree nor disagree
- Moderately agree
- Strongly agree
- Don’t know

**SDT10.** Which of the following factors, if any, limit your school’s efforts to effectively provide **standard** tutoring to all students in need? *Select all that apply.*

- Cannot find staff to support standard tutoring
- Lack of funding to hire staff to support standard tutoring
- Time limitations (i.e., cannot find enough time to support standard tutoring)
- Space limitations (i.e., do not have the physical space to support standard tutoring)
- Lack of educational materials to support standard tutoring
- Other, please specify: \_\_\_\_\_
- We have not experienced any barriers to implementing standard tutoring
- Don’t know

**SDT11.** Which of the following sources of funding have been used to support **standard** tutoring during the 2022-23 school year? *Select all that apply.*

- American Rescue Plan funds
- Other federal grants or programs
- State grants or other state programs
- District or school financial funding
- Partnerships or sponsorships with organizations
- Other, please specify: \_\_\_\_\_
- None of the above
- Don’t know

*The following items ask about **self-paced** tutoring at your school during the 2022-23 school year*

**SPT2.** As of today, what percentage of students at your school have received **self-paced** tutoring during the 2022-23 school year?

\_\_\_\_\_ % of students

- Don’t know

**SPT3.** To the best of your knowledge, how does the percentage of students who receive **self-paced** tutoring compare to last school year (2021-22)?

- More students are receiving standard tutoring
- Fewer students are receiving standard tutoring
- About the same percentage of students are receiving standard tutoring
- Don’t Know

**SPT4a.** To the best of your knowledge, have any of the following subgroups of students received **self-paced** tutoring more than others during the 2022-23 school year? *Select all that apply.*

- Students from particular racial/ethnic backgrounds (indicate in next item)
- English Learner (EL) or English as a Second Language (ESL) students
- Students with Individualized Education Programs (IEPs) or 504 plans
- Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- Students experiencing homelessness
- Migrant students
- Students who are not receiving full-time in-person instruction
- Other, please specify: \_\_\_\_\_
- No subgroups have received more standard tutoring than others

**SPT4b.** Which of the following racial/ethnic student groups have received **self-paced** tutoring more than others?

*Select all that apply.* {Display if HDT4a = "...particular racial/ethnic backgrounds"}

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White
- Not Specified

**SPT5.** When do students at your school receive **self-paced** tutoring? *Select all that apply.*

- Before school
- After school
- During regular instruction periods, **through pull-out services**
- During regular instruction periods, **in the classroom**
- During "free periods" for students (e.g., portions of the day students do not have class, lunch/recess)
- Outside of the regular school week (e.g., Saturdays or Sundays)
- Other, please specify: \_\_\_\_\_
- Don't know

**SPT6.** For students who receive **self-paced** tutoring, approximately how many days per week do they receive this type of tutoring?

- 1 day per week
- 2 days per week
- 3 days per week
- 4 days per week
- 5 days per week
- Don't Know

**SPT7.** For students who receive **self-paced** tutoring, approximately how long does the typical tutoring session last?

- Less than 30 minutes
- 30 to 45 minutes
- 46 minutes to 1 hour
- More than 1 hour
- Don't Know

**SPT8a.** In which of the following subject areas do students in your school receive **self-paced** tutoring?

- Mathematics
- English/Language Arts (including Reading)
- Sciences (e.g., general science, biology, chemistry)
- Computer Science
- Social Studies/History
- Foreign Language(s)

**SPT8b.** Please rank the following subjects in terms of the frequency with which they are targeted in **self-paced** tutoring. {Display based on responses to HDT8a}

- Mathematics
- English/Language Arts (including Reading)
- Sciences (e.g., general science, biology, chemistry)
- Computer Science
- Social Studies/History
- Foreign Language(s)

**SPT9.** To what extent do you agree with the following statement: “My school is able to effectively provide **self-paced** tutoring to all students in need.”

- Strongly disagree
- Moderately disagree
- Neither agree nor disagree
- Moderately agree
- Strongly agree
- Don't know

**SPT10.** Which of the following factors, if any, limit your school's efforts to effectively provide **self-paced** tutoring to all students in need? *Select all that apply.*

- Cannot find materials or resources to support self-paced tutoring
- Lack of funding to obtain materials or resources to support self-paced tutoring
- Time limitations (i.e., cannot find enough time to support self-paced tutoring)
- Technology limitations (i.e., do not have the technological capability to support self-paced tutoring)
- Other, please specify: \_\_\_\_\_
- We have not experienced any barriers to implementing self-paced tutoring
- Don't know

**SPT11.** Which of the following sources of funding have been used to support **self-paced** tutoring during the 2022-23 school year? *Select all that apply.*



- American Rescue Plan funds
- Other federal grants or programs
- State grants or other state programs
- District or school financial funding
- Partnerships or sponsorships with organizations
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't know

The following items ask about **other methods** of tutoring at your school during the 2022-23 school year

**OMT1.** Who administers **other methods** of tutoring at your school? *Select all that apply.*

- Tutors whose primary or only job is to provide tutoring
- Teachers who have received training or professional development in tutoring
- Teacher/classroom aides who have received training or professional development in tutoring
- Teachers who have NOT received training or professional development in tutoring
- Teacher/classroom aides who have NOT received training or professional development in tutoring
- Subject-area specialists (e.g., reading or math specialists)
- Other, please specify: \_\_\_\_\_
- Don't know

**OMT2.** As of today, what percentage of students at your school have received **other methods** of tutoring during the 2022-23 school year?

\_\_\_\_\_ % of students

- Don't know

**OMT3.** To the best of your knowledge, how does the percentage of students who receive **other methods** of tutoring compare to last school year (2021-22)?

- More students are receiving other methods of tutoring
- Fewer students are receiving other methods of tutoring
- About the same percentage of students are receiving other methods of tutoring
- Don't Know

**OMT4a.** To the best of your knowledge, have any of the following subgroups of students received **other methods** of tutoring more than others during the 2022-23 school year? *Select all that apply.*

- Students from particular racial/ethnic backgrounds (indicate in next item)
- English Learner (EL) or English as a Second Language (ESL) students
- Students with Individualized Education Programs (IEPs) or 504 plans
- Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- Students experiencing homelessness
- Migrant students
- Students who are not receiving full-time in-person instruction
- Other, please specify: \_\_\_\_\_
- No subgroups have received more other methods of tutoring than others

**OMT4b.** Which of the following racial/ethnic student groups have received **other methods** of tutoring more than others? *Select all that apply.* {Display if HDT4a = "...particular racial/ethnic backgrounds"}

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White
- Not Specified

**OMT5.** When do students at your school receive **other methods** of tutoring? *Select all that apply.*

- Before school
- After school
- During regular instruction periods, **through pull-out services**
- During regular instruction periods, **in the classroom**
- During “free periods” for students (e.g., portions of the day students do not have class, lunch/recess)
- Outside of the regular school week (e.g., Saturdays or Sundays)
- Other, please specify: \_\_\_\_\_
- Don’t know

**OMT6.** For students who receive **other methods** of tutoring, approximately how many days per week do they receive this type of tutoring?

- 1 day per week
- 2 days per week
- 3 days per week
- 4 days per week
- 5 days per week
- Don’t Know

**OMT7.** For students who receive **other methods** of tutoring, approximately how long does the typical tutoring session last?

- Less than 30 minutes
- 30 to 45 minutes
- 46 minutes to 1 hour
- More than 1 hour
- Don’t Know

**OMT8a.** In which of the following subject areas do students in your school receive **other methods** of tutoring?

- Mathematics
- English/Language Arts (including Reading)
- Sciences (e.g., general science, biology, chemistry)
- Computer Science
- Social Studies/History

- Foreign Language(s)

**OMT8b.** Please rank the following subjects in terms of the frequency with which they are targeted in **other methods** of tutoring. {Display based on responses to HDT8a}

- Mathematics
- English/Language Arts (including Reading)
- Sciences (e.g., general science, biology, chemistry)
- Computer Science
- Social Studies/History
- Foreign Language(s)

**OMT9.** To what extent do you agree with the following statement: “My school is able to effectively provide **other methods** of tutoring to all students in need.”

- Strongly disagree
- Moderately disagree
- Neither agree nor disagree
- Moderately agree
- Strongly agree
- Don’t know

**OMT10.** Which of the following factors, if any, limit your school’s efforts to effectively provide **other methods** of tutoring to all students in need? *Select all that apply.*

- Cannot find staff to support other methods of tutoring
- Lack of funding to hire staff to support other methods of tutoring
- Time limitations (i.e., cannot find enough time to support other methods of tutoring)
- Space limitations (i.e., do not have the physical space to support other methods of tutoring)
- Lack of educational materials to support other methods of tutoring
- Other, please specify: \_\_\_\_\_
- We have not experienced any barriers to implementing other methods of tutoring
- Don’t know

**OMT11.** Which of the following sources of funding have been used to support **other methods of** tutoring during the 2022-23 school year? *Select all that apply.*

- American Rescue Plan funds
- Other federal grants or programs
- State grants or other state programs
- District or school financial funding
- Partnerships or sponsorships with organizations
- Other, please specify: \_\_\_\_\_
- None of the above
- Don’t know