

August 31, 2023

MEMORANDUM

To: Bev Pratt, OMB
From: Rebecca Bielamowicz, Ryan Iaconelli, and Andrew Zukerberg, NCES
Through: Carrie Clarady, NCES
Re: School Pulse Panel 2023-24 Second Quarter Revision (OMB# 1850-0975 v.4)

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. Initially, the purpose of the study was to collect extensive real-time data on issues brought to light by the COVID-19 pandemic on students and staff, as well as other important education-related issues that could inform data-driven policy decisions, in U.S. public primary, middle, high, and combined-grade schools and districts. Specifically, this was accomplished by collecting data on, among other things, the percentage of the student body starting the school year behind grade level, the types of learning recovery strategies being implemented and the perceived effectiveness of those strategies, classroom behavioral concerns, mental health services provided, and staffing issues. NCES was able to capture each of these pieces in an expedited fashion and report out findings in a matter of weeks, providing rich information to help tell the full story of what students, staff, and administrators were battling on a daily basis. The success of the quick-turnaround nature of the SPP was a clear indication of the immense value of having a real-time data collection vehicle readily available to capture content on prominent events occurring in the school environment. Therefore, stakeholders and ED leadership have asked NCES to continue this type of data collection methodology for the 2023-24 school year and beyond with content extending beyond COVID-19 pandemic impacts on the education environment.

The preliminary activities package was formally cleared in February 2023 (OMB# 1850-0975 v.1) and the SPP monthly data collection package was formally cleared in June 2023 (OMB# 1850-0975 v.2). A change request (v.3) was cleared in July 2023 to make changes to the September and October instruments and August 2023-January 2024 communication materials. The purpose of this memo is to accompany a revision (v.4) 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 the research domains previously established) to be collected on the November, December, and January instruments (Appendix C2). 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. This revision also makes minor changes to the November 2023 and January 2024 communication materials to reflect the updates that were made to the November and January instruments so that the two align (Appendix A1). This revision also contains the communication materials for January 2024-June 2024 (Appendix A2).

Changes to Part A

A.1.1 Purpose of This Submission

~~This submission will under a 60-day public comment period, followed by an additional 30-day public comment period. Items in Appendices B and C that have not already been approved are consider draft and will undergo cognitive testing. The formatted monthly surveys for August, September, and October 2023 are included in Appendix C. Final items will be submitted to OMB through a change request. Subsequent~~

~~quarterly instruments will also be posted for 30-day comment in the months immediately preceding their administration.~~

The package containing the details of the SPP 2023-24 Data Collection (OMB# 1850-0975 v.2) went through 60-day and 30-day public comment periods beginning in March 2023, and that primary request was approved in July 2023. Following that approval, items in the September and October questionnaires were modified via a change request (v.3) based on the results of cognitive testing; minor changes to the communications materials were also modified via this same change request. The current package (v.4) contains the November 2023-January 2024 questionnaires and the full year of communication materials. The November 2023 questionnaire has been finalized but the items in the December 2023 and January 2024 questionnaires were still undergoing cognitive testing at the time of the publication of this 30-day package. A change request (OMB# 1850-0803 v.5) will be submitted at the conclusion of the 30-day public comment period for this package to make updates to these instruments, as informed by cognitive testing.

Changes to Part B

B4. Test of Procedures

As part of the development of the SPP instruments, the monthly instruments will regularly undergo cognitive testing. New items proposed in this package will go through cognitive testing with 20-30 school and district personnel. This testing will occur in late spring and early summer of 2023. For any new items that are developed that are not included in this package, quarterly monthly instruments with the new items will be posted for 30-day comment and may simultaneously undergo cognitive testing with 8-9 school personnel. Change requests reflecting modifications to items based on feedback from cognitive testing will be submitted and approved prior to each monthly collection. ~~In March 2024, we will incorporate a communications experiment to test whether the tailored communications NCES has developed improves response rates over more generic communications. Half of respondents will receive materials that contain detailed information about the topic areas they will be surveyed on, and half will receive materials that do not contain this information (see pp. 51-63 in Appendix A2). The estimated burden has not changed as a result of this addition because respondents will receive only one version of the letter and email via random assignment (communications with information about the monthly collection vs. communications with no information about the monthly collection). These communication materials may be updated at a later time through a change request.~~

Changes to Appendix A – Communication Materials

This submission splits the communication materials for School Pulse into two A-Appendices; this was done entirely to make file sizes more manageable and easier for readers to use. In Appendix A1, this submission updates the November 2023 communication materials (to reflect the modifications made to the November 2023 questionnaire. Wording changes were minor and updated throughout to say “...we would like to know more about your school’s experiences with attendance, food services and supply chains, and school improvement plans.” In our prior submission (v3), the communications said “...your school’s experiences with school improvement plans and food services.”

This submission also updates the January 2024 communication materials (also found in Appendix A1) to reflect the modifications made to the January 2024 questionnaire. Wording changes were minor; we added information about the new principal autonomy question to reflect that this information would be asked on the January 2024 questionnaire.

This submission also includes the February 2024-June 2024 communication materials in a new Appendix A2 and a new letter targeted to nonrespondents. This letter (pp. 130-131) will be sent to sampled SPP schools in February 2024 that have never participated in a monthly collection. This letter will accompany tote bags that were originally purchased for another NCES data collection. These tote bags were also mailed during the 2021-22 SPP. These communication materials may be updated at a later time through a change request.

Changes to Appendix B – Item Bank

Recall that all items are kept in the complete Item Bank for continuity across collections and increased flexibility in rapid response to stakeholder needs, but the C Appendices contain collections of items for each month of the SPP data collection.

ABS6. We’d like to learn more about schools’ experiences with student, teacher, and staff absences. In the space below, please share any information you would like us to know on this topic. ~~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 the U.S. Department of Education and other federal policymakers to know about how you have dealt with student and/or teacher absenteeism.~~

ABS7. To the best of your knowledge, what is the average daily attendance at your school?

- ____%
- Don’t know

ABS8. At this point in the school year, how concerned are you with the following?

	Not concerned	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned
Student absences					
Teacher absences					
Non-teaching staff absences					
Obtaining substitute teachers					

ABS9. What strategies, if any, are you planning to implement or have implemented to decrease student absences at your school?

ABS10. What strategies, if any, are you planning to implement or have implemented to decrease teacher and non-teaching staff absences at your school?

SchLun2b. How does this percentage of students you indicated in the previous item compare to the percentage of students that participated last year?

- It has decreased a lot
- It has decreased a little
- It is about the same
- It has increased a little
- It has increased a lot

SchLun6. How easy or difficult has it been for your school to operate USDA School Meal programs during this school year (202~~23~~-234) compared to last school year (202~~12~~-223) {Display if SchLun1 = "Students can participate in USDA..." or "Students can buy meals..."}

- Much more difficult
- A little more difficult
- About the same
- A little easier
- Much easier

SchLun11 5-9. We'd like to learn more about schools' experiences **providing your students with breakfast and/or lunch and obtaining supplies.** ~~what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic.~~ In the space below, please share any information you would like us to know on this topic. ~~other information you would like us to know about how you are~~ **providing your students with breakfast and/or lunch.**

This item is optional.

SchLun12. For the 202~~23~~-234 school year, did your school collect household applications for free or reduced-price school meals?

- Yes

- No
- Don't Know

SchLun13. What, if any, challenges have your school experienced with school meal program operations during the 2023-234 school year? *Select all that apply.* {Display if SchLun1 = "Students can participate in USDA..." or "Students can buy meals..."}

- 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 the 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

PAut1. How much ACTUAL influence does the principal at your school have on decisions concerning the following activities at school?

	No influence	Minor influence	Moderate influence	Major influence	Not Applicable/ Don't Know
Setting performance standards for students					
Establishing curriculum					
Determining the content of in-service professional development programs for teachers					
Evaluating teachers					
Hiring new full-time teachers					
Setting discipline policy					
Deciding how your school budget will be spent					

Resp1. Are you the principal (or equivalent role) of {SCHOOL_NAME}?

- Yes
- No

SIP#_gate. For the 2023-24 school year, has your school been identified by your state for any of the following support and improvement programs?

- Yes, for comprehensive support and improvement (whole school supports)
- Yes, for targeted or additional targeted support and improvement (certain student subgroups)
- Yes, for additional targeted support and improvement
- No
- Don't know

SIP#1. For what reason was your school identified for comprehensive support and improvement {display if support and improvement programs = "Comprehensive..."}

- Low performing (CSI)
- Low graduation rate (CSI-Grad)
- Student group (CSI-SG)
- Don't know

SIP#2. Which of the following, if any, is your school prioritizing for your school improvement plan? {Display if identified-item SIP_gate = Yes}

- Curriculum, Assessment, or Instructional Materials – English Language Arts
- Curriculum, Assessment, or Instructional Materials – Math
- Curriculum, Assessment, or Instructional Materials – Special populations (e.g., English Learners and Students with Disabilities)
- Curriculum, Assessment, or Instructional Materials – Other
- Family or Community Engagement
- Educator Professional Development or Mentoring
- Instructional Technology
- School Climate and Culture
- School Leadership-
- Student Engagement
- Supplemental Instructional Services (e.g., Tutoring, Out-Of-School Time Programs, Summer Learning and Enrichment)
- Other, please specify: _____
- None of the above

SIP#3. What resource inequities, if any, did your school identify to be addressed as part of your school improvement plans? {Display if identified-item SIP_gate = Yes}

- Funding sources (e.g., funds received under specific Federal programs, State funds for school improvement activities)
- Staffing resources (e.g., distribution of effective, experienced, and in-field teachers; access to counselors, social workers, psychologists, librarians, and school nurses; school leadership; pupil-teacher ratios; professional development; staff compensation; staff attendance; staff turnover)
- Instructional resources (e.g., access to prekindergarten and early learning programs; access to rigorous coursework; access to high quality instructional materials; instructional time and type; access to career and technical education; access to instructional technology)
- Physical resources (e.g., facility condition; facility design; utilization of space; broadband)
- Other, please specify: _____

CCR_gate. In which of the following grades does your school have students enrolled?

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade {Display AdvC and CCP items if 5th grade or above is selected}
- 6th grade
- 7th grade
- 8th grade
- 9th grade/Freshman
- 10th grade/Sophomore
- 11th grade/Junior
- 12th grade/Senior

{Display these items only to Middle/Combined and High Schools}

SA_math. Does your school participate in state-mandated testing for mathematics?

- Yes
- No

SA1. Indicate whether you agree or disagree with the following statements about your state standards in **mathematics**.

	Strongly Disagree	Disagree	Agree	Strongly Agree	DK
The mathematics standards exclude important concepts that students should learn					
Students who master the mathematics standards will be prepared for college and the workforce					
The mathematics standards are too difficult for my students to master					
The mathematics standards limit educators' ability to make their own decisions about how					

to best meet students' needs.					
The mathematics standards support the alignment of curriculum from grade to grade					
The mathematics standards provide educators a manageable number of topics to teach in a school year.					
The mathematics standards are inappropriate for students with special learning needs (including ELL students and those with mild learning disabilities but excluding those with severe or profound disabilities).					
I support the use of the state mathematics standards in classroom instruction					
I support use of the current statewide tests to measure student mastery of state mathematics standards.					

SA2. How much concern do you have about the following issues related to the main state-mandated **mathematics** test that your students will be given in 2023-24?

	Not a concern	Minor concern	Moderate concern	Major concern	DK
I will not have access to information about the content of the state-mandated mathematics test					
The state-mandated mathematics test will not be aligned with state standards					
The state-mandated mathematics test will be too difficult for many of my students					
Students will not perform as well on the state-mandated mathematics test this year compared to previous years					
The work I will do to prepare my students for the state-mandated mathematics test will take time away from other more important classroom work					
My school will not have the technological capacity to administer the state-mandated mathematics test					
The state-mandated mathematics test will not provide accurate scores for students with special learning needs					
Results from state-mandated mathematics test will not provide useful data to inform classroom instruction					

SA_ELA. Does your school participate in state-mandated testing for English language arts

(ELA) & literacy?

- Yes
- No

SA3. Indicate whether you agree or disagree with the following statements about your state standards in **English language arts (ELA) & literacy**.

	Strongly Disagree	Disagree	Agree	Strongly Agree	DK
The ELA/literacy standards exclude important concepts that students should learn					
Students who master the ELA/literacy standards will be prepared for college and the workforce					
The ELA/literacy standards are too difficult for my students to master					
The ELA/literacy standards limit educators' ability to make their own decisions about how to best meet students' needs.					
The ELA/literacy standards support the alignment of curriculum from grade to grade					
The ELA/literacy standards provide educators a manageable number of topics to teach in a school year.					
The ELA/literacy standards are inappropriate for students with special learning needs (including ELL students and those with mild learning disabilities but excluding those with severe or profound disabilities).					
I support the use of the state ELA/literacy standards in classroom instruction					
I support use of the current statewide tests to measure student mastery of state ELA/literacy standards.					

SA4. How much concern do you have about the following issues related to the main state-mandated **English language arts (ELA) & literacy** test that your students will be given in 2023-24?

	Not a concern	Minor concern	Moderate concern	Major concern	DK
I will not have access to information about the content of the state-mandated ELA/literacy test					
The state-mandated ELA/literacy test will not be aligned with state standards					

The state-mandated ELA/literacy test will be too difficult for many of my students					
Students will not perform as well on the state-mandated ELA/literacy test this year compared to previous years					
The work I will do to prepare my students for the state-mandated ELA/literacy test will take time away from other more important classroom work					
My school will not have the technological capacity to administer the state-mandated ELA/literacy test					
The state-mandated ELA/literacy test will not provide accurate scores for students with special learning needs					
Results from state-mandated ELA/literacy test will not provide useful data to inform classroom instruction					

AdmCon24. To the best of your knowledge, what level of concern, if any, have school leaders expressed about their students and their own experiences during the 2023-24 school year?

	I have not heard this concern expressed by staff at my school	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned
Getting students to meet academic standards					
Getting students to meet developmental needs or milestones (e.g., speech development, behavioral development)					
STUDENTS' health and safety while in the classroom					
STUDENTS' social, emotional, and mental health					
Safe and reliable transportation for students					
Student engagement in the classroom					
Student engagement in, or availability of, extra-curricular activities					
The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs)					
The school's use of evidence-based learning recovery					

strategies (e.g., high-dosage tutoring) to support their students' academic needs					
Students' ability to access World or Dual Language programs					
The school's ability to support college and career readiness or pathways					
The school's ability to fill teacher and staff vacancies					
Their PERSONAL health and safety while in the classroom or offices					
Their PERSONAL social, emotional, and mental health					
Use of sick and personal leave					
The influence of outside parties on classroom instruction and school curriculum					

MH24a. Did your school implement any changes to the daily or yearly academic calendar in order to mitigate potential mental health issues for students and staff during the COVID-19 pandemic (school years 2020-21 through 2022-23)?

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

MH24b. For the 2023-24 school year, are you still implementing any of these actions? {Display if MH24a = YES}

- Yes, these changes have become part of our regular daily or yearly academic calendar
- Yes, but we have reduced the amount of time or number of days dedicated to mitigating mental health concerns
- No, our daily or yearly academic calendar has reverted back to the pre-COVID era
- Don't know

Prep#. How often are school staff trained on safety and security procedures (including the school's emergency operations plan) to follow in an emergency?

- We review portions of our safety and security procedures on a scheduled frequency (e.g., a section every 2 months)
- We review our procedures with staff at least annually
- We conduct tabletop exercises with staff at least annually
- We conduct drills/functional exercises with staff at least annually
- We conduct full-scale exercises with staff at least annually
- Don't know

Prep#. How often does your school review and revise its emergency operations plan (EOP)?

- After an emergency occurs
- Annually
- Bi-annually (every 6 months)
- Review and revise portions on a scheduled frequency (i.e., a section every 2 months)
- Never
- Don't know

Prep#. How often do you send communications to parents about emergency operations plans?

- Only during an active emergency event
- Weekly
- Bi-weekly
- Monthly
- Annually
- Never
- Don't know

Prep#. Does your school include external expert partners on workgroups or committees to provide input into the emergency operations plan from any of the below local community partners? *(Check all that apply) Select all that apply.*

- Healthcare providers (e.g., local physicians, nurses)
- Law enforcement groups (e.g., local police or bureau of investigation)
- Local or state department of health representatives
- Local media groups
- Local emergency management services
- Local social services providers
- Don't know

SEC1. To what extent do you agree or disagree with the following statements:
During the 2023-24 school year...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Teachers at my school conduct lessons that provide opportunities for students to practice social and emotional competencies.					
When opportunities arise for our students to learn/practice social and emotional competences, our teachers act on them.					
My school provides teachers with the necessary support/resources on how to integrate students' social and emotional competencies into academic content					

instruction.					
Teachers integrate students' social and emotional competencies into academic lesson plans.					
The teaching practices at my school make connections to my students' lives.					
The culture at my school supports the development and cultivation of student's social and emotional competencies in school.					
Parents/guardians support the development and support of students' social and emotional competencies in school					
Groups outside of my school (e.g., local/state education agencies, elected officials) support the development and cultivation of students' social and emotional competencies in school					
My school's staff use shared agreements/norms for how we will all interact with our students					
Students feel comfortable talking to adults at the school about personal problems					
We have provided professional learning/development around how to support students' social and emotional competencies					
We have provided professional learning/development around how to integrate the development and cultivation of students' social and emotional competencies into academic curriculum					
My school's disciplinary practices promote students' social and emotional competencies					
We seek input from families about how to best meet their students' social and emotional needs					
At this school, community partnerships (e.g., businesses or community organizations, etc.) promote students' social and emotional competencies					
My school communicates our progress on goals around the development of					

students' social and emotional competencies					
My school communicates what data are collected on students social and emotional skills					

SEC2. How does your school illicit input from families about how to best meet their students' social and emotional needs? {Display if "We seek input from families..." = A or SA}

SEC3. What types of data does your school collect on students social and emotional schools? {Display if "My school communicates what data..." = A or SA}

Below, we detail updates to Appendix B that were cleared as a part of a change request (v.3) to the August-October 2023 questionnaires (Appendix C1).

The following questions are about your school's ~~summer school~~ **SUMMER SCHOOL** offered during summer 2023. If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_ss5b. Which of the following factors, if any, limited your school's ability to provide **summer school** to all students who needed it? *Select all that apply.*

- Could not find staff to support summer school
- Lack of funding to hire staff to support summer school
- Space limitations (i.e., did not have the physical space to support summer school for all students who needed it)
- Transportation limitations (i.e., did not have a way for all students to get to and from summer school)
- Lack of educational materials to support summer school
- Other, please specify: _____
- We did not experience any barriers to implementing summer school
- Don't know

SP_ss7. Which of the following personnel worked in your school's **summer school program** during summer 2023? *Select all that apply.*

- ~~Full-time teachers~~ Teachers who are full-time during the school year from your school
- ~~Part-time teachers~~ Teachers who are part-time during the school year from your school
- Administrative staff from your school

- Tutors from your school
- Intervention specialists from your school
- Dedicated staff whose only job at your school is to work in your school's summer school program
- Staff from an outside organization you partner or contract with {Display if SP_ss6 ≠ "None of the above" or "Don't Know"}
- Volunteers (e.g., parents, other community members)
- Other, please specify: _____
- Don't know

*The following questions are about your school's ~~summer learning and enrichment program(s)~~ **SUMMER LEARNING AND ENRICHMENT PROGRAM(S)** offered during summer 2023. If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.*

SP_le5b. Which of the following factors, if any, limited your school's ability to provide **summer learning and enrichment program(s)** to all students who wanted to participate? *Select all that apply.*

- Could not find staff to support summer learning and enrichment programs
- Lack of funding to hire staff to support summer learning and enrichment programs
- Space limitations (i.e., did not have the physical space to support summer learning and enrichment programs for all students who needed it)
- Transportation limitations (i.e., did not have a way for all students to get to and from summer learning and enrichment programs)
- Lack of educational materials to support summer learning and enrichment programs
- Other, please specify: _____
- We did not experience any barriers to implementing summer learning and enrichment programs
- Don't know

SP_le7. Which of the following personnel worked in your school's **summer learning and enrichment program(s)** during summer 2023? *Select all that apply.*

- ~~Full-time teachers~~ Teachers who are full-time during the school year from your school
- ~~Part-time teachers~~ Teachers who are part-time during the school year from your school
- Administrative staff from your school
- Tutors from your school
- Intervention specialists from your school
- Dedicated staff whose only job at your school is to work in your school's summer learning and enrichment program(s)
- Staff from an outside organization you partner or contract with {Display if SP_le6 ≠ "None of the above" or "Don't Know"}
- Volunteers (e.g., parents, other community members)
- Other, please specify: _____
- Don't know

The following questions are about your school's ~~summer recreation programs~~ **SUMMER RECREATION PROGRAM(S)** offered during summer 2023[±]. If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_r5b. Which of the following factors, if any, limited your school's ability to provide **summer recreation program(s)** to all students who wanted to participate? *Select all that apply.*

- Could not find staff to support summer recreation programs
- Lack of funding to hire staff to support summer recreation programs
- Space limitations (i.e., did not have the physical space to support summer recreation programs for all students who needed it)
- Transportation limitations (i.e., did not have a way for all students to get to and from summer recreation programs)
- Lack of materials to support summer recreation programs
- Other, please specify: _____
- We did not experience any barriers to implementing summer recreation programs
- Don't know

SP_r7. Which of the following personnel worked in your school's **summer recreation program(s)** during summer 2023? *Select all that apply.*

- ~~Full-time teachers~~ Teachers who are full-time during the school year from your school
- ~~Part-time teachers~~ Teachers who are part-time during the school year from your school
- Administrative staff from your school
- Tutors from your school
- Intervention specialists from your school
- Dedicated staff whose only job at your school is to work in your school's summer recreation program(s)
- Staff from an outside organization you partner or contract with {Display if SP_r6 ≠ "None of the above" or "Don't Know"}
- Volunteers (e.g., parents, other community members)
- Other, please specify: _____
- Don't know

The following questions are about your school's ~~summer bridge program(s)~~ **SUMMER BRIDGE PROGRAM(S)** during summer 2023[±]. If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_bp5b. Which of the following factors, if any, limited your school's ability to provide **summer bridge program(s)** to all students who wanted to participate? *Select all that apply.*

- Could not find staff to support summer bridge programs
- Lack of funding to hire staff to support summer bridge programs
- Space limitations (i.e., did not have the physical space to support summer bridge programs for all students who needed it)

- Transportation limitations (i.e., did not have a way for all students to get to and from summer bridge programs)
- Lack of materials to support summer bridge programs
- Other, please specify: _____
- We did not experience any barriers to implementing summer bridge programs
- Don't know

SP_bp7. Which of the following personnel worked in your school's **summer bridge program(s)** during summer 2023? *Select all that apply.*

- ~~Full-time teachers~~ Teachers who are full-time during the school year from your school
- ~~Part-time teachers~~ Teachers who are full-time during the school year from your school
- Administrative staff from your school
- Tutors from your school
- Intervention specialists from your school
- Dedicated staff whose only job at your school is to work in your school's summer bridge program
- Staff from an outside organization you partner or contract with {Display if SP_bp6 ≠ "None of the above" or "Don't Know"}
- Volunteers (e.g., parents, other community members)
- Other, please specify: _____
- Don't know

The following questions are about your school's ~~service-learning program(s)~~ SERVICE-LEARNING PROGRAM(S) offered during summer 2023. If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_sl2b. Which of the following factors, if any, limited your school's ability to provide **summer service learning program(s)** to all students who wanted to participate? *Select all that apply.*

- Could not find staff to support summer service learning programs
- Lack of funding to hire staff to support summer service learning programs
- Space limitations (i.e., did not have the physical space to support summer service learning programs for all students who needed it)
- Transportation limitations (i.e., did not have a way for all students to get to and from summer service learning programs)
- Lack of materials to support summer service learning programs
- Lack of external collaborators or partnerships to support summer service learning programs
- Other, please specify: _____
- We did not experience any barriers to implementing summer service learning programs
- Don't know

The following questions are about your school's ~~work-based learning program(s)~~ WORK-BASED LEARNING PROGRAM(S) offered during summer 2023. If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.

SP_wb2b. Which of the following factors, if any, limited your school's ability to provide **summer work-based learning program(s)** to all students who wanted to participate? *Select all that apply.*

- Could not find staff to support summer work-based learning programs
- Lack of funding to hire staff to support summer work-based learning programs
- Space limitations (i.e., did not have the physical space to support summer work-based programs for all students who needed it)
- Transportation limitations (i.e., did not have a way for all students to get to and from summer work-based programs)
- Lack of materials or to support summer work-based learning programs
- Lack of external collaborators or partnerships to support summer work-based learning programs
- Other, please specify: _____
- We did not experience any barriers to implementing summer work-based learning programs
- Don't know

*The following questions are about your school's ~~summer internship program(s)~~ **SUMMER INTERNSHIP PROGRAM(S)** offered during summer 2023[±]. If your school offered multiple programs during summer 2023, we will ask about those programs separately later in the survey.*

SP_int2b. Which of the following factors, if any, limited your school's ability to provide **summer internship program(s)** to all students who wanted to participate? *Select all that apply.*

- Could not find staff to support summer service internship programs
- Lack of funding to hire staff to support summer service internship programs
- Space limitations (i.e., did not have the physical space to support summer internship programs for all students who needed it)
- Transportation limitations (i.e., did not have a way for all students to get to and from summer internship programs)
- Lack of materials to support summer service internship programs
- Lack of external collaborators or partnerships to support summer internship programs
- Other, please specify: _____
- We did not experience any barriers to implementing summer service internship programs
- Don't know

*The following questions ask about your school's ~~after-school academic assistance~~ **AFTER-SCHOOL ACADEMIC ASSISTANCE** program[±]. If your school offers multiple types of after-school programs, we will ask about those programs separately later in the survey.*

ASP_aa4b. Which of the following factors, if any, limits your school's ability to provide its after-school **academic assistance program** to all students who want to participate? *Select all that apply.*

- Cannot find staff to support academic assistance programs
- Lack of funding to hire staff to support academic assistance programs
- Space limitations (i.e., do not have the physical space to support academic assistance programs for all students who needed it)
- Transportation limitations (i.e., do not have a way for all students to get to and from academic assistance programs)
- Lack of educational materials to support academic assistance programs
- Other, please specify: _____
- We have not experienced any barriers to implementing academic assistance programs
- Don't know

*The following questions ask about your school's ~~after-school academic enrichment~~ **AFTER-SCHOOL ACADEMIC ENRICHMENT program**?. If your school offers multiple types of after-school programs, we will ask about those programs separately later in the survey.*

ASP_ae4b. Which of the following factors, if any, limit your school's ability to provide its after-school **academic enrichment program** to all students who want to participate? *Select all that apply.*

- Cannot find staff to support academic enrichment programs
- Lack of funding to hire staff to support academic enrichment programs
- Space limitations (i.e., do not have the physical space to support academic enrichment programs for all students who needed it)
- Transportation limitations (i.e., do not have a way for all students to get to and from academic enrichment programs)
- Lack of educational materials to support academic enrichment programs
- Other, please specify: _____
- We have not experienced any barriers to implementing academic enrichment programs
- Don't know

*The following questions are about your school's ~~after-school extended day care~~ **AFTER-SCHOOL EXTENDED-DAY CARE**?. If your school offers multiple types of after-school programs, we will ask about those programs separately later in the survey.*

ASP_dc4b. Which of the following factors, if any, limit your school's ability to provide its after-school **extended-day care program** to all students who want to participate? *Select all that apply.*

- Cannot find staff to support extended-day care programs
- Lack of funding to hire staff to support extended-day care programs
- Space limitations (i.e., do not have the physical space to support extended-day care programs for all students who needed it)

- Transportation limitations (i.e., do not have a way for all students to get to and from extended-day care programs)
- Lack of materials to support extended-day care programs
- Other, please specify: _____
- We have not experienced any barriers to implementing extended-day care programs
- Don't know

The following questions are about your school's ~~after-school activities and clubs~~ AFTER-SCHOOL ACTIVITIES AND CLUBS. If your school offers multiple types of after-school programs, we will ask about those programs separately later in the survey.

ASP_ac3b. Which of the following factors, if any, limit your school's ability to provide its after-school **activities and clubs** to all students who want to participate? *Select all that apply.*

- Cannot find staff to support activities and clubs
- Lack of funding to hire staff to support activities and clubs
- Space limitations (i.e., do not have the physical space to support activities and clubs for all students who needed it)
- Transportation limitations (i.e., do not have a way for all students to get to and from activities and clubs)
- Lack of materials to support activities and clubs
- Other, please specify: _____
- We have not experienced any barriers to implementing activities and clubs
- Don't know

Staffing17a. Has your school **added** any **new** full- or part-time **positions** since the 2019-20 school year? *Select all that apply.*

- Yes, we have added **new** teaching position(s)
- Yes, we have added **new** non-teaching staff position(s)
- No
- We are a new school that did not exist during the 2019-20 school year
- Don't know

Staffing17b. Why has your school **added new** full- or part-time **positions**? *Select all that apply.*
{Display if Staffing17a = "yes"}

- Enrollment has increased
- We were able to fund new positions
- Our school/district went through a reorganization/restructuring of staffing
- We were previously understaffed
- We added new classes/courses
- We changed priorities**
- Other, please specify: _____
- Don't know

Staffing17c. How many **new** full- or part-time **positions** have you **added** since the 2019-20 school year?

	Number of new positions added since the 2019-20 school year	Don't know
Full-time teachers {Display if Staffing17a = teaching}		
Part-time teachers {Display if Staffing17a = teaching}		
Full-time non-teaching staff {Display if Staffing17a = non-teaching}		
Part-time non-teaching staff {Display if Staffing17a = non-teaching}		

Staffing18a. Has your school **lost** any full- or part-time **positions** since the 2019-20 school year? *Select all that apply.*

Do not include vacant positions you plan to fill.

- Yes, we have lost teaching position(s)
- Yes, we have lost non-teaching staff position(s)
- No
- We are a new school that did not exist during the 2019-20 school year
- Don't know

Staffing18b. Why has your school **lost** full- or part-time **positions**? *Select all that apply.* {Display if Staffing18a = yes}

- Enrollment has decreased **overall**
- Enrollment has decreased in certain grades or classes**
- We lost funding/budget cuts
- Our school/district went through a reorganization/restructuring of staffing
- We reduced the number of classes/courses we offer
- We changed priorities**
- Other, please specify: _____
- Don't know

Staffing18c. How many full- or part-time **positions** have you **lost** since the 2019-20 school year?

Do not include vacant positions you plan to fill.

	Number of positions lost since the 2019-20 school year	Don't know
Full-time teachers {Display if Staffing18a =		

teaching}		
Part-time teachers {Display if Staffing18a = teaching}		
Full-time non-teaching staff {Display if Staffing18a = non-teaching}		
Part-time non-teaching staff {Display if Staffing18a = non-teaching}		

Staffing_co1. Of the [X] instructional coaches who work with teachers at your school, how many are focused on the following subject areas does your school have in the following subject areas? {Display if StaffVac2: Instructional Coaches total number > 0}

_____ literacy coaches
 _____ math coaches
 _____ other coaches

Tutoring_gate. During this school year, which of the following types of tutoring, if any, are students at your school provided? *Select all that apply.*

- o **High-dosage tutoring** (also known as evidence-based or high-quality tutoring): A method of tutoring in which the same student(s) receive(s) tutoring
 - three or more times per week
 - for at least 30 minutes per session,
 - in sessions that are one-on-one or with small groups,
 - that is provided by educators or well-trained tutors who have received specific training in tutoring practices, **AND**
 - that aligns with evidence-based core curriculum or programs, **AND**
 - **is NOT drop-in homework help** {display HDT items if selected}
- o **Standard tutoring:** A less intensive method of tutoring in which in which the same student(s) receive(s) tutoring
 - any number of times per week OR on an as-needed (drop-in) basis
 - in sessions with no minimum length of time
 - in sessions that may be one-on-one or involve any number of other students, and
 - that is provided by educators who may or may not have received specific training in tutoring practices {display SDT items if selected}
- o **Self-paced tutoring:** A method of tutoring in which a student work on their own, typically online, where they are provided guided instruction that allows them to move onto new material after displaying mastery of content. {display SPT items if selected}
- o **On-demand online tutoring:** A method of tutoring in which a school partners with or contracts out services to an external online tutoring program or company that offers 24/7

Changes to Appendix C – Instrument Appendices

This submission includes the November 2023-January 2024 instruments (Appendix C2).

The November 2023 questionnaire contains modules on food services and supply chains, absenteeism, and school improvement plans. SPP stakeholders at the USDA's Food and Nutrition Service provided feedback on the food service items in August 2023, and minor edits were made to these previously fielded items (these changes are reflected in Appendix B – Item Bank). The food service items were previously fielded during the first SPP. New questions on absenteeism have been added to the November questionnaire and Appendix B. The School Improvement Plan items were updated to incorporate findings from the cognitive interviews.

The December 2023 and January 2024 questionnaires will be updated at a later time through a change request once the SPP team receives the results of the cognitive interviews from the Census Bureau.