January 16, 2024

MEMORANDUM

To:	Dr. Bev Pratt, OMB
From:	Rebecca Bielamowicz and Ryan Iaconelli, NCES
Through:	Carrie Clarady, NCES
Re:	2023-24 School Pulse Panel February 2024 Questionnaire Items Change Request (OMB# 1850-0975 v.7)

The School Pulse Panel is an ongoing study conducted by the National Center for Education Statistics (NCES), part of the Institute of Education Sciences (IES), within the United States Department of Education, to collect extensive data on current and emerging issues concerning students and staff in U.S. public primary, middle, high, and combined-grade schools. Specifically, the survey will ask school office staff about topics such as staffing, college and career readiness, school improvement plans, tutoring, summer programs, facilities, learning strategies and recovery, after-school programs, and world and dual language programs. The SPP has become one of the nation's main sources of timely and reliable data on issues concerning the education environment, as reported by principals in U.S. public schools.

The SPP monthly data collection went through a 60-day public comment period, followed by a 30-day public comment period (OMB# 1850-0975 v.2) and was formally cleared on July 31, 2023. 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 request approval for changes to the February 2024 SPP questionnaire. The items that were submitted as a part of the 30-day public comment period (v.6, approved January 2024) were undergoing cognitive testing at the time the package was out for public comment.

Changes to the February 2024 questionnaire that are being made in response to the cognitive testing are detailed below. Many of the changes were made to improve item clarity and include such actions as modifying response options based on recommendations from the cognitive testing. Other changes include the removal of some questions that were repetitive and the consolidation of questions to reduce cognitive burden and improve data quality (ex., the questions on state assessments). Cognitive testing results for the March and April 2024 questionnaires are forthcoming; a separate change request (v.8) for the March and April questionnaires will be submitted in February 2024.

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 with new additions and redactions shown in red. Changes to formatting (ex., bolding a word that was previously not bolded) are noted in green.

Changes to Appendix C3

Additions and Deletions to Appendix C3

School Pulse Modules by Month

Monthly Collection		Modules			
2023	August	Staffing (Summer Hiring Cycle & Challenges)	Internet & Technology	Community Collaboration	
	September	After-School Programs	Summer Programs		
	October	Staffing (Current Vacancies & Challenges)	Tutoring		
	November	School Improvement	Food Services & Supply Chains	Absenteeism	
	December	Facilities	Learning Recovery (Planning Time + Parent Engagement)		
2024	January	College and Career	World Language Programs	Principal Autonomy	Crime and Safety (Security Officers and Staff Training)
	February	Concerns	Social and Emotional ~~Competencies~~ Skills	State Assessment Perceptions	
	March	Mental Health	Staffing (Upcoming Hiring Cycle)	Traumatic Brain Injuries	
	April	Transportation	School Preparedness	Crime & Safety (Procedures)	
	May	*Tutoring (Repeat of October – reduced set of items)*	*Student Behavior*		
	June	*Learning Recovery (Strategies)*	*Absenteeism*	*Learning Modes*	

Italicized modules are planned but subject to change; changes will appear in subsequent 30-day packages.
Counts and Suggestions for Future Items are also asked each month

ParCon24. ~~To the best of your knowledge, what level of concern, if any, have~~ **parents/guardians** ~~expressed about their children's experiences~~ How many **parents/guardians**, if any, have expressed concerns about the following during the 2023-24 school year?

	I have not heard this concern expressed by parents/guardians ~~at my school~~	~~Slightly concerned~~ Only one or two parents/guardians have expressed this concern	~~Somewhat concerned~~ Several parents/guardians have expressed this concern	~~Moderately concerned~~ Many parents/guardians have expressed this concern	~~Extremely concerned~~
~~Meeting~~ The school's ability to meet their child's academic needs ~~for their children~~					
~~Meeting~~ The school's ability to meet their child's developmental needs ~~or milestones~~ (e.g., speech development, behavioral development)					
~~Physical health and safety for their children in classrooms~~ Threats or acts of violence by other students in the school					
Bullying and/or cyberbullying					
~~Social, emotional, and~~ Their child's mental health ~~for their children~~					
~~Safe and r~~Reliable transportation to and from school					
~~Their children's engagement in the classroom~~					
~~Their children's engagement in, or t~~The availability of~~,~~ extra-curricular activities for their children					
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 children's academic needs~~ The availability of academic assistance offerings **during** regular school hours (e.g., tutoring, pull-out services)					
~~Their children's 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~~ Issues related to staffing shortages (e.g., increased class sizes, disruptions or reductions in student services)					
~~The availability of family workshops that provide techniques and guidance to support learning recovery~~					
~~The availability/use of family engagement/outreach activities (e.g., home visits, communicating via text apps, etc.)~~					
Quality of communication from the school					
School curriculum					

Confilter. Are you the principal, assistant/vice principal, or some other similar position, at your school?
- o   Yes, principal or similar position
- o   Yes, assistant/vice principal or similar position
- **o**   No, please specify: _____

AdmCon24. ~~To the best of your knowledge, w~~What level of concern do YOU have about the following issues~~, if any, have **school leaders** expressed about their students and their own experiences~~ during the 2023-24 school year? {Display if Confilter ≠ No}

	~~I have not heard this concern expressed by staff at my school~~ No	Slightly concerned	Somewhat concerned	Moderately concerned	Extremely concerned

	concern				
~~Getting s~~Students ~~to~~ meet~~ing~~ academic standards					
~~Getting s~~Students ~~to~~ meet~~ing~~ developmental ~~needs or~~ milestones (e.g., speech development, behavioral development)					
~~STUDENTS' health and safety while in the classroom~~ Threats or acts of violence by students in the school					
Bullying and/or cyberbullying					
~~STUDENTS' social, emotional, and mental health~~ The mental health of STUDENTS at your school					
~~Safe and r~~Reliable transportation to and from school for students					
~~Student engagement in the classroom~~					
~~Student engagement in, or~~ The availability of~~,~~ extra-curricular activities for students					
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~~ The availability of academic assistance offerings **during** regular school hours (e.g., tutoring, pull-out services)					
~~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~~ Issues related to staffing shortages (e.g., increased class sizes, having to do work outside their intended duties)					
~~Their PERSONAL health and safety while in the classroom or offices~~					
The mental health of TEACHERS or STAFF at your school					
~~Their PERSONAL social, emotional, and~~ YOUR own mental health					
~~Use of sick and personal leave~~					

The influence of ~~outside~~ individuals or groups outside of your school or district on ~~classroom instruction and~~ school curriculum					

Concern24 ~~altmore~~. We'd like to learn more about the concerns schools have heard from parents, ~~students, or~~ staff, or that you have had during the 2023-24 school year. In the space below, please share any other information you would like us to know on this topic.

This item is optional.

~~**StuCon24**. To the best of your knowledge, what level of concern, if any, have **students** expressed about their experiences during the 2023-24 school year?~~

	~~I have not heard this concern expressed by students at my school~~	~~Slightly concerned~~	~~Somewhat concerned~~	~~Moderately concerned~~	~~Extremely concerned~~
~~Meeting academic standards~~					
~~Meeting developmental needs or milestones (e.g., speech development, behavioral development)~~					
~~Physical health and safety in classrooms~~					
~~Social, emotional, and mental health~~					
~~Safe and reliable transportation~~					
~~Engaging in the classroom~~					
~~Engaging in, or the 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 academic needs~~					
~~The availability of 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~~					

StaCon24. ~~To the best of your knowledge, what level of concern, if any, have **staff** 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 their students to meet~~					

academic standards					
Getting their students to meet developmental needs or milestones (e.g., speech development, behavioral development)					
Their STUDENTS' health and safety while in the classroom					
Their 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					
Their 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 individuals or groups on classroom instruction and school curriculum					

SEC1. To what extent do you agree or disagree with the following statements related to the development of students' social and emotional skills at your school:

During the 2023-24 school year…

	Strongly disagree	~~Somewhat D~~disagree	Neither agree nor disagree	~~Somewhat A~~agree	Strongly agree	Don't know
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~~/~~ and resources ~~on how~~ to integrate students' social and emotional ~~competencies~~ skills into academic content instruction						
Most ~~T~~teachers at my school integrate students' social and emotional ~~competencies~~ concepts into their academic lesson plans						
~~The teaching practices at my school make connections to my students' lives~~						
Most teachers at my school dedicate time for students to practice social and emotional skills						
The culture at my school supports the development and cultivation of student's social and emotional ~~competencies~~ skills in school						
Parents/guardians of our students support the development ~~and support~~ of students' social and emotional ~~competencies~~ skills 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~~ skills						
We seek input from families about how to best meet their students' social and emotional needs						
~~At this school, community partnerships~~						

SECfc_gate. Does your school use a formal curriculum designed to support the development of student's social and emotional skills?
- o   Yes
- o   No
- o   Don't know

SECfc1. To the best of your knowledge, approximately what percentage of **teachers** at your school have received professional development or training to implement this curriculum? {Display if SECfc_gate = Yes}

_____percent of teachers
- o   Don't know

SECfc2. To the best of your knowledge, approximately what percentage of **teachers** at your school use the same language and practices described by this curriculum to support students' social and emotional skills? {Display if SECfc1 > 0}

_____ percent of teachers
- o   Don't know

SECfc3. To the best of your knowledge, approximately what percentage of **non-teaching staff** at your school have received professional development or training to implement this curriculum? {Display if SECfc_gate = Yes}

Non-teaching staff include positions like school administrators, lunch/recess monitors, bus drivers, etc.
_____ percent of non-teaching staff
- o   Don't know

SECfc4. To the best of your knowledge, approximately what percentage of **non-teaching staff** at your school use the same language and practices described by this curriculum to support students' social and emotional skills? {Display if SECf3 > 0}

Non-teaching staff include positions like school administrators, lunch/recess monitors, bus drivers, etc.
_____ percent of non-teaching staff

o Don't know

SECfc5. How effective has your school's social and emotional competencies curriculum been at improving student outcomes? {Display if SECfc_gate = Yes}
- o Not at all effective
- o Slightly effective
- o Moderately effective
- o Very effective
- o Extremely effective
- o Don't know

SECfc6. What barriers, if any, has your school experienced in implementing its social and emotional skills curriculum? {Display if SECfc_gate = Yes}
- o Curriculum is too burdensome for teachers to implement completely
- o Time limitations
- o Lack of teacher support for the curriculum
- o Lack of materials and resources
- o Lack of funding
- o Lack of parental/guardian support for the curriculum
- o Lack of district-level support for the curriculum
- o Other, please specify: _____
- o We have not experienced any barriers implementing our social and emotional competencies curriculum
- o Don't know

SECfc7. What barriers have prevented your school from implementing a formal curriculum designed to support the development of students' social and emotional skills? {Display if SECfc_gate = No}

- o Implementing a formal curriculum is not a priority for our school
- o Restrictions on what can be included in our curriculum
- o Time limitations
- o Lack of teacher support for the curriculum
- o Lack of materials and resources
- o Lack of funding
- o Lack of parental/guardian support for the curriculum
- o Lack of district-level support for the curriculum
- o Other, please specify: _____
- o Don't know

SA1. ~~Indicate whether you agree or disagree with the following statements about your state standards in mathematics.~~ To what extent do you agree or disagree with the following statements related to the main state-mandated **mathematics** test that your students will be given during the 2023-24 school year? {Display if SA_math = Yes}

	Strongly ~~D~~disagree	Somewhat ~~D~~disagree	Neither agree nor disagree	Somewhat ~~A~~agree	Strongly ~~A~~agree	Don't ~~K~~know
~~The mathematics standards exclude important concepts that students should learn~~						

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~~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~~						
Results from state-mandated mathematics tests will provide useful data to inform classroom instruction						
I support use of the current statewide tests to measure student mastery of state mathematics standards						
The work we will do to prepare our students for the state-mandated mathematics test will take time away from other more important classroom work						
~~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)~~ The state-mandated mathematics test will not accurately measure the ability of students with IEPs						
The state-mandated mathematics test will not accurately measure the ability of English Learner (EL/ELL/ESL) students						

~~**SA2.** How concerned are you 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 our students~~					
~~Students will not perform as well on the state-mandated mathematics test this year~~					

~~compared to previous years~~					
~~The work we will do to prepare our 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~~					

SA2. What impact, if any, do you think the COVID-19 pandemic and its lingering effects will have on your students' performance on state-mandated mathematics testing **this school year**? {Display if SA_math = Yes}
- o No negative impact
- o Small negative impact
- o Moderate negative impact
- o Large negative impact
- o Don't know

SA3. ~~Indicate whether you agree or disagree with the following statements about your state standards in English language arts (ELA) & literacy.~~ To what extent do you agree or disagree with the following statements related to the main state-mandated **ELA/literacy** test that your students will be given during the 2023-24 school year? {Display if SA_ELA = Yes}

	Strongly ~~D~~disagree	Somewhat ~~D~~disagree	Neither ~~A~~agree nor disagree	Somewhat agree	Strongly ~~A~~agree	Don't ~~K~~know
~~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~~						

Results from state-mandated ELA/literacy tests will provide useful data to inform classroom instruction						
~~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						
The work we will do to prepare our students for the state-mandated ELA/literacy test will take time away from other more important classroom work						
~~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)~~ The state-mandated ELA/literacy test will not accurately measure the ability of students with IEPs						
The state-mandated ELA/literacy test will not accurately measure the ability of English Learner (EL/ELL/ESL) students						

SA4. What impact, if any, do you think the COVID-19 pandemic and its lingering effects will have on your students' performance on state-mandated ELA/literacy testing **this school year**? {Display if SA_ELA = Yes}
- o   No negative impact
- o   Small negative impact
- o   Moderate negative impact
- o   Large negative impact
- o   Don't know

SA_more. We'd like to learn more about schools' experiences with state assessments. In the space below, please share any other information you would like us to know on this topic. {Display if SA_math OR SA_ELA = Yes} *This item is optional.*