

School Pulse Panel (SPP 2023-24)

OMB# 1850-0975 v.9

Supporting Statement

Appendix C4

Monthly Surveys

May 2024 – June 2024

**National Center for Education Statistics (NCES)
U.S. Department of Education**

March 2024

Contents

School Pulse Modules by Month	3
May 2024 Survey.....	4
Student Behavior.....	4
Tutoring.....	10
June 2024 Survey.....	16
Learning Strategies & Recovery.....	16
Absenteeism.....	18
Learning Modes.....	23
Operations Follow-up.....	24

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	State Assessment Perceptions	
	March	Mental Health	Staffing (Upcoming Hiring Cycle)	Traumatic Brain Injuries	
	April	Transportation	School Preparedness and Safety Procedures		
	May	Tutoring (Repeat of October – reduced set of items)	Student Behavior		
	June	Learning Recovery (Strategies)	Absenteeism	Learning Modes	Operations Follow-Up

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

May 2024 Survey

Student Behavior

SB2_24. To what extent do you agree or disagree with the following statement:

“The COVID-19 pandemic and its lingering effects continue to negatively impact the **behavioral development** of students at my school.”

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

SB3_24. To what extent do you agree or disagree with the following statement:

“The COVID-19 pandemic and its lingering effects continue to negatively impact the **socioemotional development** of students at my school.”

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

SB11_24. Compared to your typical behavioral expectations for students in their grade, please indicate how MOST students in each grade behaved during this school year.

	Behaved worse than expected	Behaved as expected	Behaved better than expected	We do not enroll students in this grade range
Kindergarten				
1 st grade				
2 nd grade				
3 rd grade				
4 th grade				
5 th grade				
6 th grade				
7 th grade				
8 th grade				
9 th grade				
10 th grade				
11 th grade				
12 th grade				
Ungraded students				

SB8. To the best of your knowledge, how often did the following types of student behaviors occur at your school during the 2023-24 school year?

	Happened daily	Happened at least one a week	Happened at least once a month	Happened on occasion	Never happened
Physical attacks or fights between students					
Threats of physical attacks or fights between students					
Bullying					
Distribution, possession, or use of illegal drugs					
Distribution, possession, or use of alcohol					
Distribution, possession, or use of tobacco products (cigarettes, vapes, e-cigarettes)					
Vandalism					

SB9. To the best of your knowledge, how often did the following student behaviors **directed at teachers or staff** occur at your school during the 2023-24 school year?

	Happened daily	Happened at least one a week	Happened at least once a month	Happened on occasion	Never happened
Student threats to injure a teacher or staff member					
Student physical attacks of a teacher or staff member					
Student verbal abuse of teachers or staff members					
Student acts of disrespect towards teachers or staff members other than verbal abuse					

SB10. This school year, to what extent, if any, have the following student behaviors negatively impacted learning at your school?

	No negative impact	Limited negative impact	Moderate negative impact	Severe negative impact
Classroom disruptions from student misconduct				
Rowdiness outside of the classroom (e.g., hallways, lunchroom)				
Students cutting class				
Student tardiness				
Use of cell phones, computers and other electronic devices when not permitted				

SB10b. From your own observations and from what you have heard from teachers, how frequently do the following behaviors occur at your school?

	Never	Very rarely	Rarely	Occasionally	Very frequently	Always
Lack of focus or inattention from students						
Students not doing individual work						
Students having trouble working with partners or in small groups						
Students acting out (e.g., calling out, talking to others during instruction, getting out of seat when not allowed, leaving classroom)						
Students being academically unprepared for school (e.g., not doing homework, not bringing necessary supplies)						
Students being physically unprepared for school (e.g., lack of sleep, not eating before school)						
Student disrespect or defiance towards teachers						

CS13. To the best of your knowledge, thinking about how problems that can occur anywhere (both at your school and away from school), how often does cyberbullying among students who attend your school occur?

- Happens daily
- Happens at least once a week
- Happens at least once a month
- Happens on occasion
- Never happens

SB6. Does your school need more of any of the following to better support student behavior and development? *Select all that apply.*

- More training on classroom management strategies
- More training on supporting students' socioemotional development
- More teachers and/or staff need to be hired
- More support for student and/or staff mental health
- Other, please specify _____
- None of the above

CS11. During the 2023-24 school year, does your school allow for the use of the following disciplinary actions?

	Yes	No	Don't know
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 a virtual school or program 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 NO curriculum or services provided			
Out-of-school suspension or removal for less than the remainder of the school year with curriculum or services provided			
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			

CS2. As of today, have any of the following contraband items been confiscated from students at your school during the 2023-24 school year? *Select all that apply.*

	Yes	No
Firearms		
Explosive devices		
Tasers or stun guns		
Knives or other sharp objects that are used as a weapon		
Blunt objects that can be used as weapon (e.g., brass knuckles)		
Aerosol sprays (e.g., Mace, pepper spray)		
Other weapons		
Illegal drugs or drug paraphernalia		
Prescription drugs		
Alcohol		
Tobacco products or paraphernalia (e.g., cigarettes, vaping products)		

BIS_gate. Does your school utilize a School-wide Positive Behavioral Interventions and Supports (SWPBIS) program?

A SWPBIS program is a framework designed to enhance students' understanding of behavior expectations at school and reduce behavior problems that lead to discipline referrals and suspensions. {Display remaining items if answered "Yes"}

- Yes
- No

BIS1. Please indicate whether the following personnel are part of your school's SWPBIS Team. {Display if BIS_gate = Yes}

	Yes	No	Don't know
Systems coordinators			
School administrators			
Behavior specialists			
Classroom teachers			
Students' family members			

BIS2. Please indicate which of the following roles members on your SWPBIS team fulfill. {Display if BIS_gate = Yes}

	Yes	No	Don't know
Applied behavior expertise			
Coaching expertise			
Knowledge of student academic and behavior patterns			
Knowledge about the operations of school across grade level programs			
Student representation			

BIS3. How often does your SWPBIS team meet? {Display if BIS_gate = Yes}

- Once a week or more frequently
- Once a month or more frequently, but not every week
- Once a year or more frequently, but not once a month
- Less frequently than once a year
- Don't know

BIS4. Please indicate whether each level of support is part of your school's SWPBIS program. {Display if BIS_gate = Yes}

	Yes	No	Don't know
Tier 1			
Tier 2			
Tier 3			

BIS5. How effective do you feel your school's SWPBIS program has been for the following: {Display if BIS_gate = Yes}

	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
Supporting students' mental health					
Supporting students' social intelligence and behavior					
Supporting students' emotional intelligence and behavior					
Increasing students' sense of belonging					

and comfort at school					
Increasing school safety					
Reducing discipline referrals					
Improving learning and academic achievement					

BIS6. What barriers, if any, has your school experienced in implementing its SWPBIS? *Select all that apply.* {Display if BIS_gate = Yes}

- Program is too burdensome for teachers and staff to implement completely
- Time limitations
- Lack of teacher support for the program
- Lack of materials and resources
- Lack of funding
- Lack of parental/guardian support for the program
- Lack of district-level support for the program
- Other, please specify: _____
- We have not experienced any barriers implementing our SWPBIS
- Don't know

BISno. Which of the following are reasons why your school has not implemented a SWPBIS? *Select all that apply.* {Display of BIS_gate = No}

- Implementing a SWPBIS is not a priority for our school
- Restrictions on what types of disciplinary programs can be used at our school
- Time limitations
- Lack of teacher and staff support for the program
- Lack of materials and resources
- Lack of funding
- Lack of parental/guardian support for the program
- Lack of district-level support for the program
- Other, please specify: _____
- Don't know

SB_more. We'd like to learn more about schools' experiences with **student behavior and discipline in the classroom.** In the space below, please share any information you would like us to know on this topic.

Tutoring

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

- 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,

- 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 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 works 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 support, is led by qualified tutors (e.g., certified teachers, subject-matter experts), and is available on-demand for students to access. {display ODT items if selected}
- o **Other method(s) of tutoring,** please specify: _____
- o No tutoring was provided to students by our school

The following items ask about **high-dosage** tutoring at your school during the 2023-24 school year.

If your school offers multiple types of tutoring programs, we will ask about those programs separately later in the survey.

HDTf1. Compared to the beginning of the school year, has the number of **students who needed** high-dosage tutoring...?

- Increased
- Decreased
- Remained the same

HDTf2. Compared to the beginning of the school year, has your school's **ability to provide** high-dosage tutoring...?

- Increased
- Decreased
- Remained the same

HDTf3. Which of the following factors have led to the increase in your school's ability to provide high-dosage tutoring? *Select all that apply.* {Display if HDTf2 = "increased"}

- Changes in the number of students who need high-dosage tutoring
- Changes in the number of staff available to support high-dosage tutoring
- Changes in the funding used to support high-dosage tutoring
- Changes in the amount of time available for high-dosage tutoring
- Changes in the amount of space available for high-dosage tutoring
- Changes in the availability of materials and resources needed to support high-dosage tutoring
- Other, please specify: _____

HDTf4. Which of the following factors have led to the decrease in your school's ability to provide high-dosage tutoring? *Select all that apply.* {Display if HDTf2 = "decreased"}

- Changes in the number of students who need high-dosage tutoring

- Changes in the number of staff available to support high-dosage tutoring
- Changes in the funding used to support high-dosage tutoring
- Changes in the amount of time available for high-dosage tutoring
- Changes in the amount of space available for high-dosage tutoring
- Changes in the availability of materials and resources needed to support high-dosage tutoring
- Other, please specify: _____

HDTno. Which of the following are reasons why your school has not implemented **high-dosage tutoring** at this time? *Select all that apply.* {Display if Tutoring_gate ≠ HDT}

- Implementing high-dosage tutoring is not a priority for our school
- There are not enough students at my school who require 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
- Cannot find staff to support high-dosage tutoring
- Lack of, or reductions in, funding to support high-dosage tutoring
- Other, please specify: _____

*The following items ask about **standard** tutoring at your school during the 2023-24 school year.*

If your school offers multiple types of tutoring programs, we will ask about those programs separately later in the survey.

SDTf1. Compared to the beginning of the school year, has the number of **students who needed** standard tutoring...?

- Increased
- Decreased
- Remained the same

SDTf2. Compared to the beginning of the school year, has your school's **ability to provide** standard tutoring...?

- Increased
- Decreased
- Remained the same

SDTf3. Which of the following factors have led to the increase in your school's ability to provide standard tutoring? *Select all that apply.* {Display if SDTf2 = "increased"}

- Changes in the number of students who need standard tutoring
- Changes in the number of staff available to support standard tutoring
- Changes in the funding used to support standard tutoring
- Changes in the amount of time available for standard tutoring
- Changes in the amount of space available for standard tutoring
- Changes in the availability of materials and resources needed to support standard tutoring
- Other, please specify: _____

SDTf4. Which of the following factors have led to the decrease in your school's ability to provide standard tutoring? *Select all that apply.* {Display if SDTf2 = "decreased"}

- Changes in the number of students who need standard tutoring

- Changes in the number of staff available to support standard tutoring
- Changes in the funding used to support standard tutoring
- Changes in the amount of time available for standard tutoring
- Changes in the amount of space available for standard tutoring
- Changes in the availability of materials and resources needed to support standard tutoring
- Other, please specify: _____

SDTno. Which of the following are reasons why your school has not implemented **standard tutoring** at this time? *Select all that apply.* {Display if Tutoring_gate ≠ SDT}

- Implementing standard tutoring is not a priority for our school
- There are not enough students at my school who require 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
- Cannot find staff to support standard tutoring
- Lack of, or reductions in, funding to support standard tutoring
- Other, please specify: _____

*The following items ask about **self-paced** tutoring at your school during the 2023-24 school year.*

If your school offers multiple types of tutoring programs, we will ask about those programs separately later in the survey.

SPTf1. Compared to the beginning of the school year, has the number of **students who needed** self-paced tutoring...?

- Increased
- Decreased
- Remained the same

SPTf2. Compared to the beginning of the school year, has your school's **ability to provide** self-paced tutoring...?

- Increased
- Decreased
- Remained the same

SPTf3. Which of the following factors have led to the increase in your school's ability to provide self-paced tutoring? *Select all that apply.* {Display if SPTf2 = "increased"}

- Changes in the number of students who need self-paced tutoring
- Changes in the funding used to support self-paced tutoring
- Changes in the amount of time available for self-paced tutoring
- Changes in the amount of space available for self-paced tutoring
- Changes in the availability of materials and resources needed to support self-paced tutoring
- Other, please specify: _____

SPTf4. Which of the following factors have led to the decrease in your school's ability to provide self-paced tutoring? *Select all that apply.* {Display if SPTf2 = "decreased"}

- Changes in the number of students who need self-paced tutoring

- Changes in the funding used to support self-paced tutoring
- Changes in the amount of time available for self-paced tutoring
- Changes in the amount of space available for self-paced tutoring
- Changes in the availability of materials and resources needed to support self-paced tutoring
- Other, please specify: _____

SPTno. Which of the following are reasons why your school has not implemented **self-paced tutoring** at this time? *Select all that apply.* {Display if Tutoring_gate ≠ SPT}

- Implementing self-paced tutoring is not a priority for our school
- There are not enough students at my school who require self-paced tutoring
- Time limitations (i.e., cannot find enough time to support self-paced tutoring)
- Space limitations (i.e., do not have the physical space to support self-paced tutoring)
- Lack of educational materials to support self-paced tutoring
- Lack of, or reductions in, funding to support self-paced tutoring
- Other, please specify: _____

*The following items ask about **on-demand online** tutoring at your school during the 2023-24 school year.*

If your school offers multiple types of tutoring programs, we will ask about those programs separately later in the survey.

ODTf1. Compared to the beginning of the school year, has the number of **students who needed on-demand online tutoring**...?

- Increased
- Decreased
- Remained the same

ODTf2. Compared to the beginning of the school year, has your school's **ability to provide on-demand online tutoring**...?

- Increased
- Decreased
- Remained the same

ODTf3. Which of the following factors have led to the increase in your school's ability to provide on-demand online tutoring? *Select all that apply.* {Display if ODTf2 = "increased"}

- Changes in the number of students who need on-demand online tutoring
- Changes in the funding used to support on-demand online tutoring
- Changes in the amount of time available for on-demand online tutoring
- Changes in the amount of space available for on-demand online tutoring
- Changes in the availability of materials and resources needed to support on-demand online tutoring
- Other, please specify: _____

ODTf4. Which of the following factors have led to the decrease in your school's ability to provide on-demand online tutoring? *Select all that apply.* {Display if ODTf2 = "decreased"}

- Changes in the number of students who need on-demand online tutoring
- Changes in the funding used to support on-demand online tutoring
- Changes in the amount of time available for on-demand online tutoring

- Changes in the amount of space available for on-demand online tutoring
- Changes in the availability of materials and resources needed to support on-demand online tutoring
- Other, please specify: _____

ODTno. Which of the following are reasons why your school has not implemented **on-demand online tutoring** at this time? *Select all that apply.* {Display if Tutoring_gate ≠ ODT}

- Implementing on-demand online tutoring is not a priority for our school
- There are not enough students at my school who require on-demand online tutoring
- Time limitations (i.e., cannot find enough time to support on-demand online tutoring)
- Space limitations (i.e., do not have the physical space to support on-demand online tutoring)
- Lack of educational materials to support on-demand online tutoring
- Lack of, or reductions in, funding to support on-demand online tutoring
- Other, please specify: _____

Tutoring4. How effective has each tutoring program been in improving student outcomes during this school year?

{Display based on Tutoring_gate responses}	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
High-dosage tutoring					
Standard tutoring					
Self-paced tutoring					
On-demand online tutoring					
Other methods of tutoring					

Tutoring_more. We'd like to learn more about your school's experiences **offering tutoring programs** 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.

June 2024 Survey

Learning Strategies & Recovery

SR2a. Approximately what percentage of students at your school **will or have ENDED the 2023-24 school year** behind grade level in at least one academic subject?

- _____ percent of students
- Don't Know

SR2c. In which of the following academic subjects did students at your school **end the 2023-24 school year** behind grade level? {Display if SR2a > 0}

	No students were behind grade level in this subject	At least some students were behind grade level in this subject	Not Applicable – this subject is not offered at my school	Not Applicable – we do not have this type of data in this subject area
English or Language Arts				
Mathematics				
Sciences (e.g., general science, biology, chemistry, etc.)				
Computer Science				
Foreign Language				
Social Studies				

SR3a. As of today, what strategies have your school used to support learning recovery for students? *Select all that apply.*

- Tailored accelerated instruction (i.e., teacher-led individualized learning, using new, grade-level content to teach prior-grade concepts or skills)
- Remedial instruction (i.e., using content from prior years to teach concepts or skills)
- Identifying individual student academic needs with diagnostic assessment data
- Identifying individual student academic needs with formative assessment data
- Extending class time spent on targeted subject areas during the school day
- Extending the school day to accommodate learning recovery activities
- Extending the school week to accommodate learning recovery activities
- Extending the school year to accommodate learning recovery activities
- Professional development for teachers/staff on learning recovery
- Family workshops to provide techniques and guidance to support learning recovery
- Family engagement/outreach activities (e.g., home visits, communicating via text apps, video conference meetings, etc.)
- Hiring additional educators to provide more small-group and individual instruction
- Other, please specify: _____
- We have not implemented any strategies to support learning recovery

o Don't Know

SR3b. How effective have these strategies been in supporting pandemic-related learning recovery for your students during the 2023-24 school year?

{Rows populate based on answers in SR3a}	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
Tailored accelerated instruction (i.e., teacher-led individualized learning, using new, grade-level content to teach prior-grade concepts or skills)					
Remedial instruction (i.e., using content from prior years to teach concepts or skills)					
Identifying individual student academic needs with diagnostic assessment data					
Identifying individual student academic needs with formative assessment data					
Extending class time spent on targeted subject areas during the school day					
Extending the school day to accommodate learning recovery activities					
Extending the school week to accommodate learning recovery activities					
Extending the school year to accommodate learning recovery activities					
Professional development for teachers/staff on learning recovery					
Family workshops to provide techniques and guidance to support learning recovery					
Family engagement/outreach activities (e.g., home visits, communicating via text apps, video conference meetings, etc.)					
Hiring additional educators to provide more small-group and individual instruction					

SR_more. We'd like to learn more about your school's experiences with **students' learning recovery** during the 2023-24 school year. In the space below please share any other information you would like us to know on this topic.

Absenteeism

ABS7end. To the best of your knowledge, what is (or was) the **average daily attendance** rate for your school for the 2023-24 school year?

- _____%
- Don't know

ABS1. During the 2023-24 school year, approximately what percentage of students at your school have been **chronically absent**? Include excused and unexcused absences.

Chronic absenteeism is defined as students who are absent for at least 10 percent of the school year

- _____ percent of students chronically absent

ABS2z. Compared to **LAST school year (2022-23)**, how have student absences at your school changed during the 2023-24 school year? Include excused and unexcused absences.

- Student absences have decreased a lot
- Student absences have decreased a little
- Student absences have remained about the same
- Student absences have increased a little
- Student absences have increased a lot
- Don't Know

ABS3b. Compared to **LAST school year (2022-23)**, how have teacher absences at your school changed during the 2023-24 school year? Include planned and unplanned absences.

- Teacher absences have decreased a lot
- Teacher absences have decreased a little
- Teacher absences have remained about the same
- Teacher absences have increased a little
- Teacher absences have increased a lot
- Don't Know

ABS4b. Compared to **LAST school year (2022-23)**, how easy or difficult has it been for your school to get substitute teachers during the 2023-24 school year?

- Much easier
- Somewhat easier
- About the same
- Somewhat more difficult
- Much more difficult
- Don't Know

ABS5a. During the 2023-24 school year, how has your school covered classes when there are teacher absences and you cannot find a substitute teacher? *Select all that apply.*

- Administrators cover classes
- Staff who are not regular classroom teachers (e.g., media specialists, paraprofessionals, coaches, interventionists, etc.) cover classes
- Other teachers cover classes during their prep periods

- Separate sections or classes are combined into one room
- Cancel classes
- Other, please specify: _____
- Not Applicable – my school has always been able to find substitute teachers

ABS5b. During the 2023-24 school year, how frequently has your school needed to use the alternative class coverage strategies you indicated above? {Display if ABS5a ≠ N/A}

- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

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.

This item is optional.

ABS16. Which of the following, if any, were reasons that students at your school missed too much school this year? *Select all that apply.*

- Students at my school did **not** miss too much school
- Bullying
- Food insecurity
- Instruction was perceived to not be engaging or relevant
- Lack of access to health care
- Lack of relationships to adults at the school
- Lack of relationships to peers at school
- Lack of routine
- Mental health issue
- Physical illness
- Staying home unnecessarily for minor symptoms
- Taking care of siblings
- Transportation issues
- Unstable housing
- Violence in the community
- Work schedule conflicts with school
- Other, please specify: _____

ABS17. Does your school use a universal screening tool, such as an Early Warning System (EWS) or Multi-Tiered System of Supports (MTSS), to systematically identify any of the following risk factors in an entire student population (e.g., all students in a classroom, grade level, or school)?

	Yes	No
Students with low academic achievement (failing or at risk of failing a grade or a subject, low standardized assessment scores)		
Students with poor attendance		
Students demonstrating symptoms of possible mental health or emotional issues (e.g., withdrawal, anxiety, depression, suicidal thoughts or planning)		
Students exhibiting behavioral issues (e.g., aggression, disciplinary incidents, office discipline referrals [ODRs], substance abuse)		
Students experiencing social issues (e.g., peer rejection, avoiding or withdrawing from social situations)		

ABS11a. Did your school use any of the following strategies to improve **student** attendance during the 2023-24 school year?

	Yes	No	Don't know
Incentives for students (e.g., perfect attendance awards, school-wide recognition)			
Increased communication with parents when the days a student is absent reaches a certain number			
At-home visits by school or district personnel			
Increased communication about the importance of school attendance to students and parents (e.g., through newsletters, text messages, postcards)			
Use of support services (e.g., Positive Behavioral Interventions and Supports [PBIS] team, attendance teams)			
Mentoring programs (i.e., building a relationship between a student and an adult, designed to increase strengthen student's connection to school)			
Use of legal system services (e.g., truancy officers, department of child services, wellness checks)			
Efforts to build a supportive environment for students (e.g., improving school culture/morale, implementing wellness programs)			
Changes to school calendar (e.g., 4-day school week)			

ABS11b. How effective was each strategy at improving **student** attendance?

{display rows based on responses to ABS11a}	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
Incentives for students (e.g., perfect attendance awards, school-wide recognition)					
Increased communication with parents when the days a student is absent reaches a certain number					
Increased communication about the importance of school attendance to students and parents (e.g., through newsletters, text messages, postcards)					
Use of support services (e.g., PBIS team, attendance teams)					
Mentoring programs (i.e., building a relationship between a student and an adult, designed to increase strengthen student's connection to school)					
Use of legal system services (e.g., truancy officers, department of child services, wellness checks)					
Efforts to build a supportive environment for students (e.g., improving school culture/morale, implementing					

wellness programs)					
Changes to school calendar (e.g., 4-day school week)					

ABS12a. Did your school use any of the following strategies to improve **teacher and non-teaching staff** attendance during the 2023-24 school year?

	Yes	No	Don't know
Incentives for staff (e.g., financial bonuses or rewards, school-wide recognition, "jeans days")			
Efforts to build a supportive environment for staff (e.g., improving school culture/morale, implementing wellness programs, reducing paperwork)			
Allowing more flexibility with leave time (e.g., partial day leave, mental health days use as sick days)			
Disciplinary actions (e.g., implement performance improvement plan, letter in personnel file)			
Changes to school calendar (e.g., 4-day school week)			

ABS12b. How effective was each strategy at improving **teacher and non-teaching staff** attendance?

{display rows based on responses to ABS12a}	Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
Incentives for staff (e.g., financial bonuses or rewards, school-wide recognition, "jeans days")					
Efforts to build a supportive environment for staff (e.g., improving school culture/morale, implementing wellness programs, reducing paperwork)					
Allowing more flexibility with leave time (e.g., partial day leave, mental health days use as sick days)					
Changes to school calendar (e.g., 4-day school week)					

ABS13. Do you use a commercially available student information system to share absence data with your district or state?

	Yes	No	Don't know
Share with district			
Share with state			

ABS14a. Does your school collect details on the reason(s) for a student's absence, beyond whether the absence was excused versus unexcused?

- Yes
- No
- Don't know

ABS14b. Does your school collect information on the following medical reasons why students are absent? *{Display if ABS14a = Yes}*

	Yes	No	Don't know
Fever (alone or in conjunction with any of the below illnesses)			
General respiratory illness (i.e., student has a cough/runny nose, but no specific diagnosis)			
COVID-19			
Gastrointestinal illness (e.g., nausea/vomiting and/or diarrhea)			
Mental health			
Other excused medically related absence (e.g., doctor appointment)			

ABS14c. Does your school share data on **reasons** why students are absent (beyond excused versus unexcused totals) with any of the following entities? *{Display if ABS14a = Yes}*

	Yes	No	Don't know
The school district			
The state education agency			
The state department of health			
The county department of health			
Local healthcare systems/clinics			

ABS15. Does your school collaborate with any health entities (e.g., the department of health or a local hospital/clinic) to collect data on student health, for example, reasons for absence?

- Yes
- No
- Don't know

Learning Modes

Learning24gate. Did your school offer in-person learning for students during the 2023-24 school year?

- Yes
- No

Learning24a. During this school year, did any of the following reasons cause your school to cancel in-person learning on short or unexpected notice for at least one day? *{Display if Learning24gate = Yes}*

	Yes	No
Excessive illness among students		
Excessive illness among staff		
Excessive illness in the general community (e.g., COVID-19, Influenza)		
Excessive staff absence (non-illness related)		
Excessive student absence (non-illness related)		
Safety concerns due to violence (e.g., threats made against the school)		
Safety concerns due to other factors (e.g., fire at nearby building, industrial issue impacting air quality)		
Weather event or natural disaster		
Other, please specify: _____		

Learning24b. When you had to cancel in-person learning, how many days did you do the following?

{Display if ANY of Learning24a = yes}

- Switch to virtual learning: _____ days
- Not hold any classes: _____ days

Learning25. Do you use any of the following methods to inform families and staff of unplanned closures or a change to virtual learning? {Display if Learning24gate = Yes}

	Yes	No
Dedicated school app		
Email		
Facebook		
Instagram		
Local news media		
School text messaging service		
School telephone tree		
X (formerly Twitter)		

Operations Follow-up

As this is the last month for 2023-24 School Pulse Panel (SPP), we are interested in learning about your experiences as a participant in the School Pulse Panel.

Par2. Were any of the following motivating factors for why you responded to a monthly SPP survey? *Select all that apply.*

- The survey seemed to be a reasonable length
- I was interested in the monthly topics
- The reimbursement {Display if SCHFLAG = 1 OR 2}
- I wanted to contribute to educational research
- I wanted to provide data that could inform educational policy decisions
- Other, please specify: _____
- None of the above

Par1. If you did not participate in every monthly collection (August 2023-June 2024), why did you participate in one or some monthly collections but not others? *Select all that apply.*

- My school participated in every monthly collection between August 2023 and June 2024
- Time constraints
- I did not receive the communications
- The monthly question topics determined my interest in participating for a given month
- I was tired of participating
- I did not see the benefit to me or my school for participating
- I was advised to stop participating by our district
- I did not receive reimbursement in a timely manner {Display if SCHFLAG = 1 OR 2}
- The monthly reimbursement amount of \$200 was not high enough {Display if SCHFLAG = 1 OR 2}
- Other, please specify: _____

Sur1. Overall, how easy or difficult was it for you to complete an SPP monthly survey?

- Very easy
- Easy
- Neither easy nor difficult
- Difficult
- Very difficult

Sur1a. What challenges, if any, did you experience completing the monthly surveys? *Select all that apply.*

- I did not experience any challenges completing monthly surveys
- Finding time to complete the survey
- Difficulty answering items because data were not readily available
- The two-week collection window was not long enough
- Required coordination with other school or district staff to answer items
- Difficulty finding the communications which contained the URL link to the survey
- Other, please specify: _____

DC1. You were given two weeks to complete each monthly survey. Was this a long enough timeframe to complete the survey?

- Yes
- No

DC2. Did you feel the length of the surveys and the time necessary to complete each one was reasonable to do **on a monthly basis**?

- Yes
- No