



## View xForm - Research Review Board (RRB) Submission

### New RRB Submission

#### Data Entry

- Submitted 11/15/2024 1:22 PM ET by Corson, Adam

#### Submission Type

<b>RRB Number</b>	2024-1984
<b>Study Title</b>	Accelerating Adoption Network Evaluation: LEAP Innovations' LEAP Learning Initiative Customized Pilot Network Program
<b>Event Type</b>	New Submission defined 08/23/2024
<b>Schools Participating</b>	400030 - CICS - West Belden 400114 - Acero Charter Schools - Esmeralda Santiago 609786 - Avalon Park Elementary School 609865 - Jordan Elementary Community School 609939 - Frank L Gillespie Elementary School 609988 - Patrick Henry Elementary School 610257 - Morton School of Excellence 610291 - Richard Henry Lee Elementary School 610523 - Edison Park Elementary School

### SUBMISSION TYPE INSTRUCTIONS AND OPTIONS

**"New Submission"** - if this is a brand new RRB proposal OR you need to make requested revisions to an RRB submission that is NOT yet approved.

**"Entry of RRB project that was previously-approved outside of IRBManager"** - if you would like to enter a project into IRBManager that was reviewed and approved outside of IRBManager (i.e. before IRBManager was implemented at CPS). For this selection, there must be no changes in your study protocol from when your study was previously approved.

**"Modification/Continuing Review of RRB Project Previously approved outside of IRBManager"** - if you would like submit a modification for a study that was **approved outside of IRBManager (i.e. before IRBManager was implemented at CPS).**

#### Type of Submission

New Submission

### Pertinent CPS Documentation

## Submitter

Williams, Breyon Doctor of Philosophy

**Email:** bwilliams@mathematica-mpr.com

**Mobile:** (202) 718-3115

## Overview of Pertinent CPS Documentation

**The RRB is composed of members representing various Central Office academic departments as well as the Law Department. The RRB meets quarterly to evaluate new proposals to conduct research. The RRB calendar and deadlines for submissions can be found on the CPS Research Website here. Decisions resulting from the research review process will be communicated to the applicant of the request as well as appropriate CPS staff in accordance with the estimated timelines outlined in the respective RRB calendar. External researchers may not begin any research activities or obtain data for research purposes without first following the procedures outlined in this policy and securing the necessary approvals.**

***We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:***

### **External Research Study and Data Policy**

✓ I have read and understood the External Research Study and Data Policy

### **CPS RRB Guidelines**

✓ I have read and understood the CPS RRB Guidelines

### **CPS Equity Framework**

✓ I have read and understood the CPS Equity Framework

### **CPS Vision**

✓ I have read and understood the CPS Vision

### **CPS Volunteer Policy**

✓ I have read and understood the CPS Volunteer Policy, including background check requirements

## **Study Personnel Details**

### Study Title

Accelerating Adoption Network Evaluation: LEAP Innovations' LEAP Learning Initiative Customized Pilot Network Program

### Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?

No

### Primary Study Organization/University

Mathematica

### Principal Investigator

Williams, Breyon Doctor of Philosophy

**Expirations:**

**Background  
Check  
Level:**

#### PI Organization

Mathematica

**If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.**

User had the option to start a different form here.

### Are there any other study contacts?

No

*If the person completing this form is not the Principal Investigator, it is suggested that the submitter be entered as a contact.*

### Is the Principal Investigator a Student?

No

### Is the researcher a CPS Staff Member?

No

### Funding and Intervention Information

### Is this project contracted by the CPS Board of Education?

No

**Is a funding source associated with the proposed research?**

Yes

**Who is the primary funding source?**

The Learning Accelerator

**What is the amount of funding awarded?**

\$999,779.00

**Please list primary contact information of funder.**

Beth Holland

Managing Director of Research, Measurement, & Policy

The Learning Accelerator

beth.holland@learningaccelerator.org

**Select the option that applies to your study**

My study will involve a selection of individual schools

**Please select all potential school sites involved with this study**

Avalon Park Elementary School

Edison Park Elementary School

Frank L Gillespie Elementary School

Jordan Elementary Community School

Morton School of Excellence

Patrick Henry Elementary School

Richard Henry Lee Elementary School

**Will this research require any in-person interaction or intervention activities?**

No

**Will this research require any virtual interaction or intervention activities (Google Meets, Zoom, etc.)?**

We are conducting an online survey to teachers.

08/23/2024 • Williams, Breyon Doctor of Philosophy • *Not Internal*

No

*Please note that Zoom is not approved for use with CPS Students. Any virtual activities will need to be conducted via Google Meets and safe@cps.edu must be invited to Google Meet. Please adjust virtual methods accordingly. For more information on permitted interactions with students and staff, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>.*

**Please check all of the following that apply to your research protocol:**

Questionnaire  
Secondary Data Request

**Please outline your protocol for survey activities, describing when, where, duration, frequency, and with whom.**

A one-time end-of-year web-based questionnaire will be administered to teachers participating in LEAP Innovation's LEAP Learning Initiative Customized Pilot Network Program at teachers' school. The survey will be administered during one of LEAP's professional development sessions with teachers in April or May of 2025 for convenience to teachers and to limit disruption to core instruction and planning time.

**Please describe how data will be captured and stored securely**

Mathematica will use QuestionPro, a secure, web-based system, to conduct the web-based questionnaire to teachers. Following the survey data collection, we will de-identify all survey response data and export to a designated, encrypted project folder accessible only to project team members. Data will be transmitted, de-identified, and stored securely. Data collected directly by LEAP and their data partners, district administrative data, and data from the web-based questionnaire to teachers will be housed in Mathematica's cloud based secure data sharing platform Mquiry. LEAP and district data will be shared by LEAP and the district directly to Mathematica. Mquiry is built to the stringent Federal Risk and Authorization Management Program (FedRAMP) moderate impact cloud security standard. FedRAMP is based on the National Institute of Standards and Technology (NIST) Special Publication 800-53, Security and Privacy Controls for Information Systems and Organizations. Mquiry will be hosted on Mathematica's Cloud Support System which leverages FedRAMP moderate impact Amazon Web Services (AWS) infrastructure and services. Access to Mquiry will be strictly controlled and limited only to individuals who are authorized to access the system and its data and will require login credentials that include multi-factor authentication. Protected classes of data including those restricted for project-specific use and sensitive data such as Protected Health Information (PHI) and Protected Individual Information (PII) will be controlled through granular access control, user roles and permissions.

Mathematica will use encryption to transmit and store data that is compliant with the Federal Information Processing Standard "Security Requirements for Cryptographic Modules, as amended," to protect all instances of PII during storage and transmission. Mathematica will securely generate and manage encryption keys to prevent unauthorized decryption of information, in accordance with the Federal Information Processing Standard. Mathematica will ensure that this standard is incorporated into our property management/control system.

Mathematica will establish a procedure to account for all laptop and desktop computers, as well as other mobile devices and portable media that store or process sensitive information. Any data stored electronically will be secured in accordance with the most current National Institute of Standards and Technology requirements and other applicable Federal and Departmental regulations. Information will not be maintained in a paper or electronic system from which they are actually or directly retrieved by an individual's personal identifier. Following the end of the project, and when no longer required, sensitive data copied onto the Mathematica project folders for

analysis will be securely destroyed. Mathematica will employ the server's secure delete features to permanently purge electronic data. Any backups will also be securely deleted 60 days after primary files are purged.

**Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)**

Teacher consent form    Consent Forms

Teacher survey                Surveys

Deleted Attachments: 4 (Most Recent: Consent form on 11/14/2024 8:50 AM ET)

**Detail the method of Survey Administration (e.g. paper, online, etc.)**

Mathematica will use QuestionPro, a secure, web-based system, to conduct the web-based questionnaire to teachers. Mathematica will send out a link to the questionnaire to LEAP Team Members. LEAP Team Members will provide a link to participating teachers to complete the survey online during a professional development session.

**Will this research require the use or access of existing CPS data?**

Yes

**Detail all existing CPS data that will be analyzed in the research. If applicable, include links to the data in question and attach all applicable authorization agreements for private data**

The study requests secondary data from CPS. The study requests demographic, enrollment, and assessment data on all students in grades 2 through 8 in the 2024-2025 school year. Demographic data requested are gender, age, race/ethnicity, free/reduced price lunch status, English Language Learner status, and Special Education status. Enrollment data requested are the school(s) the student is enrolled in and grade level during the 2024-2025 school year. Assessment data requested are scaled scores and percentile rankings for the i-Ready math and reading assessments and the Star 360 math and reading assessments for the fall, winter, and spring administrations, and data on students' attendance. For students in grades 2 through 8, the study also requests their scaled scores and percentile rankings for the i-Ready and Star 360 math and reading assessments for the spring administration (end of year) in the 2023-2024 school year. We will provide CPS with a roster of students participating in the program to facilitate the inclusion of a program participation indicator in the dataset of CPS administrative data. We intend to enter into a Data Sharing agreement with the Chicago Board of Education to receive the requested secondary data.

**Attach all applicable authorization agreements for CPS data**

IRB placeholder.docx Misc/Other

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**Will this research require the use or access of existing non-CPS data?**

Yes

**Detail all existing non-CPS data that will be analyzed in the research. If applicable, include links to the data in question and attach all applicable authorization agreements for private data**

Program enrollment data from LEAP Innovations.

**Attach all applicable authorization agreements for private data**

*No answer provided.*

**Study Details**

**Please select all of the following that will be participating in the study?**

Teachers



**Has this project been reviewed by an Institutional Review Board (IRB)?**

Yes, and it was approved

**IRB of Record Name**

Health Media Lab

**IRB Protocol Number**

2643

**Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).**

IRB Letter of Approval   IRB Letters

Approved IRB                      IRB Protocol

Deleted Attachments: 2 (Most Recent: Placeholder.docx on 08/23/2024 12:34 PM ET)

**IRB of Record Primary Contact Email Address**

dma@hmlirb.com

**Please select your primary area of research from the following:**

Program Evaluation

**Secondary Study Subject(s)**

Teaching and Learning  
Technology

**Study Overview**

## Executive Summary or Abstract

*Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.*

LEAP Innovations' LEAP Learning Initiative Customized Pilot Network Program connects innovation and education to offer an alternative to the one-size-fits-all approaches adopted across many schools. The LEAP Learning Initiative Customized Pilot Network Program provides coaching and professional development support to school team teachers to identify a problem of practice and an improvement goal, and to implement and scale personalized learning that is aligned to LEAP Innovations' LEAP Learning Framework that outlines necessary guidelines that together define personalized learning. The program also pairs school team teachers with promising EdTech products to pilot in their classroom to help teachers implement and scale personalized learning and EdTech thoughtfully and with fidelity.

LEAP partnered with schools in the Chicago Public Schools district to pilot their program. This partnership was funded by the Learning Accelerator (TLA) as part of TLA's Intermediary Network Initiative. Through the initiative, TLA aims to advance the scale-up of virtually supported, evidence-based approaches that accelerate learning in K-12 core instruction. Mathematica has partnered with TLA and 10 networks of schools across the country, including LEAP Innovations' network of CPS schools piloting its LEAP Learning Initiative Customized Pilot Network Program, to conduct an implementation and impact study of each of the 10 network innovations (or interventions) and produce reports and disseminating actionable evidence.

The goal of this study is to understand how the LEAP program was implemented, the student outcomes produced, and the set of conditions that support effective implementation of the program. The program will be implemented in 9 schools in the Chicago Public School district (including 2 charter schools – Acero Charter Schools - Esmeralda Santiago and CICS West Belden) to an estimated 30-50 teachers and 1,500 students across grades 2-8.

The study will use a descriptive approach to examine how the program was implemented and enabling conditions for successful implementation. This approach will use data from a survey administered to the teachers participating in the program. The survey will be conducted near the end of the 2024-2025 school year when the program concludes. The study will also use a quasi-experimental design approach to compare student outcomes (that is, performance on a benchmark assessment and attendance) between students participating in the program to a matched group of similar students not participating in the program.

## Research Questions and Hypothesis

*Please list all research questions and hypotheses associated with this project.*

The purpose of this study is to build the evidence base for the effectiveness and scaling of the LEAP Learning Initiative Customized Pilot Network Program in a post-COVID learning environment. The research questions asked in this study are the following:

- Did the innovation (or intervention) reach the planned number of students (classrooms and schools)?
- Were the key components implemented as intended?
- What are the conditions in classrooms, schools, and districts that promote successful scaling? What are the conditions in the sites that were unsuccessful in scaling?
- Did the innovation have positive effects on student learning as it was implemented/scaled?
- How do the effects differ for different groups of students?
- Did the innovation show potential for long-lasting change in how teachers teach and/or how students learn?
- Do networks and schools need continued funding to sustain the conditions that led to effective implementation?

## **Purpose and Literature Review**

*Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?*

The LEAP Learning Initiative Customized Pilot Network Program is rooted in the LEAP Learning Framework. The LEAP Learning Framework (LLF) defines their model for personalized learning: learning is focused on, led with and demonstrated by the learner, and is connected to career-relevant, real-world skills and opportunities. The LLF is rooted in an extensive body of K-12 education research and was developed with input from learning scientists, experts, researchers and educators. In building and revising the LLF, LEAP follows the four-phase "Praxis" Design Methodology: 1) research review; 2) real-world audit; 3) diverse critiques and integrated discourses; 4) open peer review. Most recently, independent researchers from Harvard and Arizona State led an external review process in 2019 that affirmed the rigor of the model.

LEAP Innovations also has a base of evidence supporting the efficacy of the Pilot Network approach. Through 2020, LEAP's efficacy research construct consisted of a comparison of growth in academic achievement (measured in NWEA MAP Growth Assessment RIT points) between the LEAP treatment group and a propensity score matched control group with the comparison being made by means of multilevel regression models. Students are matched on a number of key indicators such as demographics, grade-level, and prior test score, and the regression models include these variables as controls as well. In 2018, after evaluating four Pilot Network cohorts, we found that an average student using a reading product in the Pilot Network would gain 13 additional percentile points above an average comparison student starting with the same score.

The proposed study builds on the prior evidence by assessing the effectiveness of the program when scaled to new schools and when implementing a wider range of pilot technology tools in a post-COVID environment.

## Research Activities and Student/Staff Involvement

*Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)*

The study team will collect and analyze the following data to address the study's research questions. These data will serve to better understand implementation of LEAP's program and the impact of the program on student outcomes.

Teacher survey. Teachers at CPS schools that participate in the LEAP program in the 2024-2025 school year will complete a 15-minute online survey to provide information on teachers' views of the usefulness and usability of the innovation; the support for implementation they receive; and the school conditions in which the innovation is being introduced. It will also collect basic data on teachers' demographics such as years of experience and grades/subjects taught. We will obtain consent from teachers taking the Teacher Survey at the start of the survey. Individuals who participate in the survey via web will read the consent form online and click a button to record their consent. The study will include these data in the study only for teachers who provide consent electronically. The study will inform participants that their participation is voluntary, and they can choose not to participate, decline to answer any question, or stop their participation at any time. Participants will also be given the contact information for the research team if they have any questions, as well as the Institutional Review Board.

Student administrative data. We will collect administrative data in the 2023-2024 and 2024-2025 school years for all 2nd through and 8th-grade students to estimate the impact of the LEAP program on student outcomes. For these students, the study will request student demographic data (including gender, age, race/ethnicity, free/reduced price lunch status, English Language Learner status, and Special Education status), student test scores on benchmark assessments (i-Ready and Star 360), and data on students' attendance in the 2024-2025 school year. For these students, the study also requests their scaled scores and percentile rankings for the i-Ready and Star 360 math and reading assessments for the spring administration (end of year) in the 2023-2024 school year. We intend to enter into a Data Sharing agreement with the Chicago Board of Education to receive the requested secondary data.

The administrative data we are requesting from the district is allowed under FERPA which permits the disclosure of protected student information without the prior consent of students in certain circumstances (20 U.S.C. 1232g(b); 34 CFR 99.31). In particular, this study and the data we are collecting falls under the "Organizations Conducting Studies Exception" under 34 CFR 99.31(a)(6), which permits educational institutions to provide the same information they could to government institutions to independent organizations. Further, as all information will be de-identified by the district, we will not be receiving any student-level PII. If the district requires that we

include a consent form, then with the district's permission, we will use a passive consent process for data collection of administrative student level data. This will involve sending parents and guardians the consent letter and providing instructions for how to opt their child out of the study.

**Confidentiality.** The study team will protect the full privacy and confidentiality of all data collected for the study and will use it for research purposes only. All data requests will not include data elements, sensitive questions, or questions that would enable identification of individuals. The majority of the data will be administrative data collected from the district. Students will not be contacted by any member of the study team, nor will they be asked to complete any tasks that are not a part of their normal day-to-day educational activities. No student level PII will be given to the study team, as all student level data will be de-identified before being sent to us. The only personally identifiable information collected in the teacher survey include respondent's name and email address to allow the study team to send them the gift card incentive. The data used by the rest of the project team will have a randomly generated identification number as the only identifier on the file. All data security, storage, and destruction procedures described in this application will be followed to ensure subject confidentiality and anonymity is protected.

We shall protect respondent privacy to the extent permitted by law and will comply with all Federal and Departmental regulations for private information. We have developed a Data Security Plan that assesses all protections of respondents' personally identifiable information. We will ensure all our employees who perform work under this contract and subcontract receive training on data privacy issues and comply with the above requirements. All Mathematica staff must sign an agreement to maintain the privacy of any information from individuals, businesses, organizations, or families participating in any projects conducted by Mathematica, complete online security awareness training when they are hired, and participate in a refresher training annually.

No information that identifies any study participant will be released. Information from participating institutions and respondents will be presented at aggregate levels in reports. All paper protocols will be stored in a locked facility and data stored in digital files will be maintained on a secure server that is backed up daily. Only persons conducting this study and maintaining its records will have access to the records collected that contain individually identifying information. Staff access rights to the project folder are revoked when they leave the project. If a staff member leaves Mathematica, his or her access to computing assets, including network access, is terminated.

## Research Methodology and Analytical Technique

*Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.*

The goals of the evaluation are to understand (1) how network innovations are implementing the innovation as they scale, (2) the conditions that support the successful scaling and adoption of network innovations, and (3) the outcomes the network innovations are producing. We will analyze quantitative and qualitative data to answer the research questions (See Exhibit 2 for research questions).

**Scaling and implementation analysis:** We will explore key aspects of implementation using a descriptive approach. The approach will include reporting on descriptive information about the reach of the innovation, the fidelity of implementation, and teachers' perspective about key aspects of the innovation and its implementation. The implementation and scaling research will focus on the participating schools for the LEAP program, and specifically the school teams leading the implementation of LEAP and the students enrolled in a class taught by a school team teacher. We will collect student classroom enrollment data, survey data from school team teachers, and artifact data from LEAP Innovations (specifically, sign-in sheet data for PD workshop sessions for school team teachers).

**Student outcome analysis:** We will explore student outcomes using a quasi-experimental approach. The sample of students included in the analysis of student outcomes are students enrolled in a class taught by a school teams teacher (the treatment group) and students not enrolled in a class taught by a school team teacher (the comparison group). We plan to examine students' average attendance rate for the school year and students' reading and math scores on the i-Ready (for 2nd graders) or Renaissance Star assessment (for 3rd through 8th graders) as the student outcomes for the analysis. We will compare these outcomes between students enrolled in a class taught by a school teams teacher and similar students not enrolled in a class taught by a school teams teacher but enrolled at the same school. Treatment students will be matched to a similar pool of comparison students using propensity score matching, a type of matched-comparison approach. Students will be matched within schools based on student characteristics (for example, race, gender, socioeconomic status) and students' baseline scores on a benchmark assessment. Although the problem of practice could vary across schools (reading, math, attendance, student engagement, SEL outcomes, and teacher outcomes), the program's PD support around personalized learning could lead to improvements in multiple student outcomes. To address the reality of different problems of practice, we will estimate a single linear regression model where the outcome will be a normalized measure of reading, math, or attendance depending on the problem of practice at the treatment student's school. The approach of matching treatment students to a pool of similar comparison students will be the same. If there is not a sufficient sample of comparison students within or across the schools implementing LEAP (for example, because all classrooms in a grade level at a school are classrooms taught by a school

team teacher), we will draw the sample of comparison students from other schools in the district.

## **Benefits and Commitment to Equity**



## Benefit to CPS

### **Which (if any) CPS vision goals does your research support?**

70% of students will be at or above national attainment for math.  
70% of students will be at or above national attainment for reading.

*Click here to access more information on the CPS Vision Goals.*

### **Please describe how your project supports each of the Vision Goals selected above.**

The study is an evaluation of a program designed to improve core instruction. Teachers will be trained and supported in the use of personalized learning practices and will be trained and empowered to use EdTech products that are aligned to the needs of students. The practices provide data to inform and support effective instruction, engage and empower learners, and build strong classroom culture. Overall, these program activities are expected to improve student outcomes in math and reading, as well as in other areas. The findings from the study will facilitate program improvement.

### **Which (if any) of the CPS core values does your research support?**

Academic Excellence  
Equity  
Student Centered  
Whole Child

### **Please describe how your project supports each of the core values selected above.**

The study aligns with Chicago's core values of academic excellence, equity, student centered, and whole child. The LEAP program focuses on supporting schools in providing a more personalized learning experience to students. In other ways, a learning experience that prioritizes student needs over generic instruction. The primary objective of the program is to improve student outcomes, including student learning and social emotional learning outcomes (a whole child approach). Equity is embedded in the LEAP program because LEAP aligns their support with schools' problem of practice. School leaders are supported in identifying improvement goals that would disproportionately benefit students furthest away from opportunities.

### **How does this project support the district broadly?**

Chicago Public Schools supports innovation, personalized learning and learning acceleration. LEAP's program uses the LEAP Learning Framework to support the implementation of evidence-based personalized learning practices and pairs these with access to aligned EdTech products to support further personalization. This study will build evidence on: how personalized learning is being implemented at the classroom and school level; teacher perceptions of these practices; effectiveness of implementation and barriers schools face; and the effectiveness of these practices and implementation of well-aligned EdTech products in the learning environment. The data collected during the LEAP Learning Initiative Customized Pilot Network Program will help understand how the program can support successful implementation of personalized learning practices and tools that address school improvement priorities, and has the potential to inform a model for helping CPS decision

makers support effective personalized learning and the selection of aligned products. The study will provide CPS copies of briefs, reports, and any academic articles resulting from the study. These dissemination products will summarize promising interventions, including LEAP's Pilot Network Program, the enabling conditions that facilitate their success, and how these programs have impacted student outcomes.

## Commitment to Equity

### **In what ways does this project reflect/challenge/progress the district's commitment to equity?**

By design, the LEAP Learning Initiative Customized Pilot Network program accelerates learning for the most critical subgroups of students and seeks to evaluate impact in a post-COVID learning environment. The New York Times has reported that this learning loss was greater for students who were disproportionately affected by the pandemic including students of color, special education, and English language learners within the same district. Furthermore, critical issues such as chronic absenteeism, student disengagement, changing social-emotional needs of students, and teacher shortages and retention are widening the opportunity gap. The approval of this study to examine LEAP's program in CPS schools would serve as a continuation of LEAP's investment in the Chicago community. Mathematica and the LEAP Innovations' teams understand that students, teachers, and school leaders bring forth diverse experiences and knowledge that can be used to inform solutions around the persistent challenges facing K-12 education. LEAP Innovations' approach connects innovation and education to reinvent our one-size-fits-all system and transform the way kids learn. At the onset of the program, LEAP Innovations works with school leaders to identify root causes of challenges, consider the experiences of their students (particularly those furthest away from opportunities), and to conduct a landscape analysis of the existing structures and processes at the school to determine an improvement goal. Using the evidence-based LEAP Learning Framework, schools implement practices that support the individual

*Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?*

needs of each student. Many of these program activities align to aspects of equity focused on by the district, like liberatory thinking and fair policies and systems.

**How are your research activities accessible to individuals with disabilities?**

LEAP Innovations will provide appropriate accommodations to complete the teacher survey, if needed.

**Are your research activities translated into languages other than English as appropriate for the community?**

The teacher survey will be administered in English because we expect teachers will all speak and read in English.

**Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your supporters' title and role in the district. List your primary supporter first.**

*Please click "save" after each line.*

CPS Supporter Email Address	CPS Supporter Details
Beck, Mary <b>Email:</b> mpbeck@cps.edu <b>Home:</b> () -	Mary Beck Deputy Chief of Teaching & Learning Chicago Public Schools

**Link to New Contact Form**

User had the option to start a different form here.

**How will you share your research findings with the population(s) you are studying?**

Copies of all briefs, reports, and academic articles using CPS data will be provided to the district.

**Research Activities**

**Start Date of Recruitment**

07/01/2024

**End Date of Recruitment**

08/30/2024

**Please provide the date that you will begin primary data collection**

04/01/2025

**Please provide the end date of primary data collection**

05/30/2025

**Please provide the date that you will begin analysis**

05/01/2025

**Please provide the end date of analysis**

09/30/2025

**Please provide the approximate date that you will finalize your research report.**

10/31/2025

**Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)**

The Mathematica team will produce, openly publish, and disseminate four academic- and practitioner-facing products including two briefs (providing an overview of each network (including for the study on LEAP's program in the network of CPS schools) and approaches and lessons learned); one evaluation report across all networks; and a submission to a peer-reviewed, open-access journal (or other high-value dissemination product, to be determined).

**Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?**

No

*With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.*

**Will this study involve study subject randomization or a control group?**

No

**Will your research employ study-subject deception or non-disclosure?**

No

**Will this research involve Product Testing?**

No

**Will this research involve collection of biological samples or biometric data?**

No

**Does this research involve other research procedures not described previously?**

No

**Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?**

Yes

**Please describe**

This research is an evaluation of LEAP Innovations' Pilot Network Program. The program is an existing intervention that will be piloted in Chicago Public Schools in the 2024-2025 school year.

**Has the curriculum, program, PD, etc. already been approved by the district?**

Yes

**Please list the contact information for internal CPS supporter.**

Mary Beck  
Deputy Chief of Teaching and Learning  
mpbeck@cps.edu

**Does this study involve the use of educational technology (including survey tools, video conference platforms, and third party websites. See note for add'l details)?**

Yes

*Please be aware that under The Student Online Personal Protection Act, SOPPA (105 ILCS 85/), any platform students interact with must be compliant with current data security and student privacy regulations. Please note that this definition includes online survey tools such as Qualtrics. Please use the following website to check if your proposed platform is complaint with SOPPA: <https://cps.app.learnplatform.com/new/public/tools>*

**Please describe the use of educational technology as part of this study**

Mathematica will use QuestionPro, a secure, web-based system, to conduct the web-based questionnaire to teachers.

**Is the described educational technology a CPS SOPPA operator?**

Unknown

*Please use the following website to check if your proposed platform is complaint with SOPPA: <https://cps.app.learnplatform.com/new/public/tools>*

## Study Population

**Will you be submitting a secondary Data Request?**

Yes

**RRB Protocol Number**

2024-1984

*This is your assigned RRB Number. Please reference this in any data request associated with this study.*

**Please use the following link to begin the Data Request Form. The number listed above will be used to respond to the question regarding RRB submission protocol number**

User had the option to start a different form here.

## Study Subject Inclusion Criteria

Teachers who teach at one of the CPS study schools and who are participating in the LEAP program at their school.

*If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.*

**Study Subject Exclusion Criteria**

There are no exclusion criteria.

*If the research involves more than one study subject population, please individually detail the inclusion criteria for each*

**Please select all special populations that may be targeted for your study**

*No answer provided.*

**Describe the potential direct and/or indirect benefits for all detailed research procedures and populations**

The purpose of piloting the LEAP program in CPS schools is to enhance and accelerate outcomes for students, particularly those furthest away from opportunities. The study is beneficial to students, teachers, schools, and the district because it evaluates whether this program is improving learning for students as expected. This evidence will help teachers, and school and district leadership in strategic decision-making about ways to improve the core learning environment.

**Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations**

There are no risks on students because no research activities directly involve students. Students will not be contacted by any member of the study team, nor will they be asked to complete any tasks that are not a part of their normal day-to-day educational activities. No student level PII will be given to the study team, as LEAP and the district will de-identify records before sending them to us. There is minimal risk to teachers. Teachers will be asked to respond to an end-of-year survey at a time that does not disrupt regular classroom instruction and planning.

**How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?**

There is minimal to no risk identified for this study.

**What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?**

The teacher survey will include language making it clear to teachers that completion of the survey is fully optional. The survey will not include sensitive questions or questions that would enable identification of individuals.



## Will you compensate study subjects?

Yes

### **Detail the proposed compensation (monetary and/or non-monetary) for each research procedure and population**

Teachers will be offered a \$20 gift card to complete the teacher survey.

*Student incentives must be appropriate, equitable, and reasonable in amount. All staff incentives are limited to \$50 or less in a given year. Any amount in excess will require the secondary employment form to be completed by staff participants, or otherwise have the amount allocated to the school.*

### **Describe when and where study subjects will be compensated and detail the mechanisms that will be in place to ensure study subject privacy when distributing compensation.**

To encourage participation of program participants in the teacher survey and offset costs of participation, teachers will be offered a \$20 gift card. The token of appreciation will be emailed to those with access to email upon completion of the discussion; gift cards will be mailed to participants without access to email. We have vetted the \$20 compensation amount against the industry standard for working with respondents of similar socioeconomic status to ensure the compensation is fair and will not be perceived as coercive.

### **Describe the compensation schedule for participants that withdraw from the research or that are withdrawn from the research by the study team.**

Individuals will be offered \$20 for participating in the teacher survey. If any teachers choose to opt out of the study at a later time, the initial \$20 offer will remain theirs.

## Study Recruitment

### **Outline every aspect of the recruitment process for teacher participants.**

Teachers will be selected from those participating in LEAP's program during the 2024-2025 school year. All advanced communication materials requesting that individuals participate in the teacher survey will emphasize that participation is totally voluntary. To encourage participation of program participants in the teacher survey and offset costs of participation, teachers will be offered a \$20 gift card. The token of appreciation will be emailed to those with access to email upon completion of the discussion; gift cards will be mailed to participants without access to email. We have vetted the \$20 compensation amount against the industry standard for working with respondents of similar socioeconomic status to ensure the compensation is fair and will not be perceived as coercive.

**Please attach all recruitment materials not attached elsewhere (Optional).**

*No answer provided.*

**Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).**

*No answer provided.*

**Identify study team members who will recruit subjects.**

Not applicable. The study team is not responsible for recruitment. Teachers will be selected from those participating in LEAP's program during the 2024-2025 school year. The study will administer surveys to these teachers who consent to participate, but study team members did not recruit or select these teachers.

**Will this research involve screening procedures**

No

## **Compliance**

### **FERPA**

*For more information on FERPA, click here.*

**Is any aspect of this research subject to FERPA?**

Yes

**Is the proposed research in compliance with FERPA?**

Yes

### **ISSRA**

*For more information on ISSRA, click here.*

**Is any aspect of this research subject to ISSRA?**

Yes

**Is the proposed research in compliance with ISSRA?**

Yes

## PPRA

<https://studentprivacy.ed.gov/topic/protection-pupil-rights-amendment-ppra>

08/20/2024 • Williams, Breyon Doctor of Philosophy • Not Internal

*For more information on PPRA, click here.*

### **Is any aspect of this research subject to PPRA?**

No

## **Permission, Confidentiality, and Security**

### **Attach a draft of the permission letter that will be sent to school Principals**

*No answer provided.*

*Please note that Principals have final authority over what happens in their schools.*

### **How will you protect the privacy of prospective research subjects? Please detail how study subject privacy will be protected during recruitment, screening, consent, and all research procedures. Provide an accounting for all applicable research procedures and study populations.**

No personal identifiable information will be requested from the district nor provided to Mathematica from LEAP Innovation's program and survey data. Teachers and students will be assigned generic IDs.

## **Describe the data confidentiality or security provisions that will be in place for all research data.**

Confidentiality. The study team will protect the full privacy and confidentiality of all data collected for the study and will use it for research purposes only. All data requests will not include data elements, sensitive questions, or questions that would enable identification of individuals. The majority of the data will be administrative data collected from the district. Students will not be contacted by any member of the study team, nor will they be asked to complete any tasks that are not a part of their normal day-to-day educational activities. No student level PII will be given to the study team, as all student level data will be de-identified before being sent to us. The only personally identifiable information collected in the teacher survey include respondent's name and email address to allow the study team to send them the gift card incentive. The data used by the rest of the project team will have a randomly generated identification number as the only identifier on the file. All data security, storage, and destruction procedures described in this application will be followed to ensure subject confidentiality and anonymity is protected.

We shall protect respondent privacy to the extent permitted by law and will comply with all Federal and Departmental regulations for private information. We have developed a Data Security Plan that assesses all protections of respondents' personally identifiable information. We will ensure all our employees who perform work under this contract and subcontract receive training on data privacy issues and comply with the above requirements. All Mathematica staff must sign an agreement to maintain the privacy of any information from individuals, businesses, organizations, or families participating in any projects conducted by Mathematica, complete online security awareness training when they are hired, and participate in a refresher training annually.

No information that identifies any study participant will be released. Information from participating institutions and respondents will be presented at aggregate levels in reports. All paper protocols will be stored in a locked facility and data stored in digital files will be maintained on a secure server that is backed up daily. Only persons conducting this study and maintaining its records will have access to the records collected that contain individually identifying information. Staff access rights to the project folder are revoked when they leave the project. If a staff member leaves Mathematica, his or her access to computing assets, including network access, is terminated.

## **How will you store participant data?**

Without any identifiers or codes

*These details must be included in all applicable consent forms*

## **Explain how data will be de-identified. What information will be contained on the record such that re-identification is impossible?**

No personal identifiable information (for example, SSN, name, and DOB) will be collected or requested. Teachers and students will be assigned generic IDs before their data is sent to us by either LEAP or the district.

**Will you keep participants' contact information on file after the data have been collected?**

No

**Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?**

No

**What will you do with the data once the research has been completed (choose all that apply)?**

Destroy the data immediately after study conclusion.

*Please note that the district discourages storing study data for longer than three years after study completion.*

## Attachments

**Please attach all miscellaneous attachments**

*No answer provided.*

*If you are resubmitting your protocol following initial review, please attach your response letter here.*

**Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?**

No

**Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?**

Yes

**Please attach any pending contract or agreement associated with this research**

Unsigned Data sharing agreement between LEAP and Mathematica

Data Sharing Agreement

## Acknowledgements

## Acknowledgements

### Please acknowledge the following:

- ✓ All parts of this submission are accurate, complete, consistent, and clear.
- ✓ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.
- ✓ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.
- ✓ This submission adhere to all CPS policies and guidance as outlined in the link below  
<https://www.cps.edu/about/district-data/conduct-primary-research/>
- ✓ I have accurately identified all personnel who will be involved in this study.
- ✓ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.
- ✓ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.
- ✓ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.
- ✓ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):  
<https://policy.cps.edu/download.aspx?ID=272>

## Submission Date

08/13/2024

**All RRB new submissions, modifications, continuing reviews require a \$50 processing fee. Please click on the following link to access our payment system. You will need to reference your assigned RRB number listed below:**

**CPS RRB/Data Request ePay System**

*Once you navigate to the Illinois E-Pay Site, please click on the blue text "RRB / Data Request Payment Option " to display the appropriate payment options. Once selected, your total will be displayed. Do not attempt to type in your total manually.*

**RRB Protocol #**

2024-1984

**Payment Confirmation Number**

20000356

**Load Initial Submission into IRBManager**  
**- Submitted 11/15/2024 1:23 PM ET by System, The**



**Research Office Pre-Review**  
**- Submitted 08/30/2024 3:16 PM ET by Corson, Adam**

**Pre-Review**

RRB Number
2024-1984

Ready for Review
Ready for Review

## Type of Review

Full Board

### Primary Reviewer

Chase, Morgan

### Review Due Date

09/17/2024

### Comments for Reviewer

They note a contract for this project but the we have no record of one on file. This can be reviewed, but the administrative needs should be noted as preliminary pending execution of a DSA with CPS law.

### Supplementary Site Output

400030 - CICS - West Belden  
400114 - Acero Charter Schools - Esmeralda Santiago  
609786 - Avalon Park Elementary School  
609865 - Jordan Elementary Community School  
609939 - Frank L Gillespie Elementary School  
609988 - Patrick Henry Elementary School  
610257 - Morton School of Excellence  
610291 - Richard Henry Lee Elementary School  
610523 - Edison Park Elementary School

### School Contacts

Ann Epstein, Lisa

**Email:** LAEpstein@cps.edu

**Phone:**

Collins, Colleen

**Email:** ccollins@distinctiveschools.org

**Phone:**

Finelli, John

**Email:** JFinelli@cps.edu

**Phone:**

Gutierrez, Januario

**Email:** jgutierrez1@cps.edu

**Phone:**

M White-James, Takeshi

**Email:** TMWhite-james@cps.edu

**Phone:**

Piedrahita, Gilberto

**Email:** GPiedrahita@cps.edu

**Phone:**

Renee Willis, Michelle

**Email:** mrwillis@cps.edu

**Phone:**

Sweazy, Melissa

**Email:** msweazy@unocharterschools.org

**Phone:**

Ujeania Burnett-Wise, Peggie

**Email:** puburnett@cps.edu

**Phone:**

### Administrative Processor

Corson, Adam

**Email:** ACorson1@cps.edu

**Phone:**

**RRB Meeting Date**

09/16/2024

**Payment Received**

Yes

**Return for Stakeholder Re-Review**

*No answer provided.*

**Current associated projects**

N/A

**Associated Projects**

No answer provided.

*Please enter the record number of any data request or projects associated with this project. Each record number will need to be provided with a link to the project screen using the Hyperlink Manager icon.*

**Primary Reviewer Recommendation**  
**- Submitted 09/13/2024 11:14 AM ET by System, The**

**Primary Reviewer Recommendation**

**Primary Reviewer Recommendation**

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Chase, Morgan	Revise and Re-Submit	08/30/2024	09/17/2024	09/13/2024

-I would recommend approval but want to make sure with law: -are we required/is it right to share the student data requested? -Do we need them to include the parental consent form? -Why does the IRB form list a different study? -Why did they include this "irb placeholder" blank document? -What's the deal with the supposed contract?

**Reviewer Notes**

-I would recommend approval but want to make sure with law: -are we required/is it right to share the student data requested? -Do we need them to include the parental consent form? -Why does the IRB form list a different study? -Why did they include this "irb placeholder" blank document? -What's the deal with the supposed contract?

**Under Convened Board Review**

**- Submitted 11/06/2024 10:48 AM ET by Corson, Adam**

**Post Board Meeting Processing**

**Do not process this stage until after the board meeting**

**Post Board Determination**

Re-Submit with Changes

**Post Board Summary for Researcher**

Please update the sections relating to administrative data with your intention to enter into a Research Services/Data Sharing agreement with the Chicago Board of Education.

--

Please update the teacher consent form to properly notify participant's of when their data will be destroyed.

--

Please remove Charter operators if you have confirmed their own review process separate from the CPS RRB.

*If this submission has been rejected, approved with recommendations, or conditionally approved, the above information will be included in the generated letter.*

*If this submission requires re-submission with changes, the information above will be included in an email.*

**Follow Up Required**

No Follow-up required

**After you click "Next" and "Submit", this form will automatically send an email with the post-board summary included to indicate the revisions required to this application.**

**Administrative Processing of Revise and Resubmit**  
**- Submitted 11/15/2024 1:26 PM ET by Corson, Adam**

**Administrative Processing**

**This submission was previously reviewed at the convened board that had requested revisions prior to approval, as listed below:**

Please update the sections relating to administrative data with your intention to enter into a Research Services/Data Sharing agreement with the Chicago Board of Education.

--

Please update the teacher consent form to properly notify participant's of when their data will be destroyed.

--

Please remove Charter operators if you have confirmed their own review process separate from the CPS RRB.

**This submission had required follow-up by the convened board by the primary reviewer who has required the following revisions.**

**Re-submission Date**

11/15/2024

**Requested Revisions Completed?**

Requested Revisions Completed

**Administrative Comments**

*No answer provided.*

**Administrative Determination**

Approve

**Approval Actions**

Simple Approval

**Approval Date**

11/15/2024

**Approval Period in Number of Months**

12

**Notes for Letter**

*No answer provided.*

## Background Check Determination

### Reviewer Background Check Recommendation

No

### Display Proposed Study Participants

Teachers

### Display Study Interventions

Questionnaire

Secondary Data Request

### Display Study Contacts

**Please select the level of background check required for researchers involved with primary data collection.**

No Background Check

Determination Letter Finalization

- Submitted 11/15/2024 1:27 PM ET by Corson, Adam

Review Generated Letter and Confirm Before Sending

RRB #

2024-1984

Study Title

Accelerating Adoption Network Evaluation: LEAP Innovations’ LEAP Learning Initiative Customized Pilot Network Program

Principal Investigator

Williams, Breyon Doctor of Philosophy

Email: bwilliams@mathematica-mpr.com

Mobile: (202) 718-3115

Redisplayed Board Determination

Re-Submit with Changes

Determination Letter

In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.

Name	Type	Date	
RRB#2024-1984- Breyon Williams, Doctor of Philosophy 2024-11-15.docx	Determination Letter	11/15/2024	<i>This determination letter will be automatically attached to an email being sent to the principal investigator.</i>

Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.

New Submission defined 08/23/2024

Output Background Check Level

No



### Additional Attachments to Decision Email

*No answer provided.*

### Notes for Determination Email

Please note that while a Background Check is not required as part of the primary data collection approved here, you may still be required by CPS Transactions to complete Background Checks as part of the agreement with the Board to access secondary administrative data.

#### Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
Williams, Breyon Doctor of Philosophy	Principal Investigator	Missing

**Please use the text box above to indicate the background check level required or any other pertinent information.**

No Background Check

#### Background Check Level Justification

N/A

#### Other Notes in Letter

N/A

### RRB Meeting Date for Acknowledgment of Final Determination

12/06/2024

*Please select the next meeting date of the RRB.*

**Please enter the date by which the coordinator should submit the Data Use Agreement. Automatic notifications will be sent out based upon this date.**

12/06/2024

### Data Request #

*Data Request # Format DRY-###*

## INTRO.

This survey is being conducted by Mathematica and the Learning Accelerator (TLA) in partnership with LEAP Innovations. The purpose of the survey is to learn more about your experience with LEAP Innovations' LEAP Learning Initiative Customized Pilot Network Program, including your perceptions of the program and factors that could be related to the implementation and scaling of the program. Our goal is to learn more about approaches that have the potential to accelerate student learning and enhance classroom instruction.

We would like you to complete this brief survey about your experience with the Pilot Network Program over the past school year. Your participation in this survey is important and will help us learn from those with first-hand experience with the Pilot Network Program. The survey should take about 15 minutes to complete. As a thank you, we will send you a \$20 gift card when you finish the survey.

Participation in the survey is completely voluntary and you may choose to skip any question you prefer not to answer. If you are unsure of how to answer a question, please give the best answer you can rather than leaving it blank. All your responses will be kept private and used only for research purposes by Mathematica and TLA. Your responses will be combined with the responses of other teachers and no individual names will be collected or reported. All confidential data, including personally identifiable information, will be destroyed at the end of the study. While there are no direct benefits to participants, your participation will help us learn about tools and approaches that may support student learning. There are no known risks associated with your participation.

You may decline to participate in this survey simply by not filling out the form. No one at your school will be informed of whether or not you participated in the survey.

If you have any questions about the study, please call Kate Place at Mathematica at 617-583-1941 or email her at [kplace@mathematica-mpr.com](mailto:kplace@mathematica-mpr.com).

☐ By clicking this box, you are confirming that you understand that the information you provide will be kept private and used only for research purposes. You further understand that your answers will be combined with the responses of other teachers so that no individuals will be identified.

A copy of this consent form is available here [\[insert link\]](#).

## SURVEY LANDING PAGE



# The Intermediary Network Initiative

## Teacher Survey

Welcome to The Intermediary Network Initiative Teacher Survey.

The Intermediary Network Initiative is sponsored by The Learning Accelerator and is being conducted in partnership with Mathematica.

This survey has been optimized for desktop computers, and works best in current versions of Microsoft Edge, Chrome, and Firefox.

To begin the survey, click the “Next” button below.

NEXT

## INSTRUCTIONS SCREEN

[QUESTIONPRO INSTRUCTIONS IF NEEDED]

ALL

LEAP INNOVATIONS

INTRO.

This survey is being conducted by Mathematica and the Learning Accelerator (TLA) in partnership with LEAP Innovations. The purpose of the survey is to learn more about your experience with LEAP Innovations’ LEAP Learning Initiative Customized Pilot Network Program, including your perceptions of the program and factors that could be related to the implementation and scaling of the program. Our goal is to learn more about approaches that have the potential to accelerate student learning and enhance classroom instruction.

We would like you to complete this brief survey about your experience with the Pilot Network Program over the past school year. Your participation in this survey is important and will help us learn from those

with first-hand experience with the Pilot Network Program. The survey should take about 15 minutes to complete. As a thank you, we will send you a \$20 gift card when you finish the survey.

Participation in the survey is completely voluntary and you may choose to skip any question you prefer not to answer. If you are unsure of how to answer a question, please give the best answer you can rather than leaving it blank. All your responses will be kept private and used only for research purposes by Mathematica and TLA. Your responses will be combined with the responses of other teachers and no individual names will be collected or reported. While there are no direct benefits to participants, your participation will help us learn about tools and approaches that may support student learning. There are no known risks associated with your participation.

You may decline to participate in this survey simply by not filling out the form. No one at your school will be informed of whether or not you participated in the survey.

If you have any questions about the study, please call Kate Place at Mathematica at 617-583-1941 or email her at [kplace@mathematica-mpr.com](mailto:kplace@mathematica-mpr.com).

☐ By clicking this box, you are confirming that you understand that the information you provide will be kept private and used only for research purposes. You further understand that your answers will be combined with the responses of other teachers so that no individuals will be identified.

A copy of this consent form is available here [\[insert link\]](#).

**HARD CHECK IF MISSING: Before moving forward, please review the information on screen and check the box to confirm that you understand that the information you provide will be kept private and only used for research purposes.**

## A. POSITIVITY TOWARD THE INNOVATION

ALL
LEAP INNOVATIONS

Please respond to the following statements and questions.

A1. The Pilot Network is a useful program to improve student learning.

- ☐ Strongly disagree ..... 1
- ☐ Disagree ..... 2
- ☐ Agree ..... 3
- ☐ Strongly agree ..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

A2. All students in my classroom can benefit from the The Pilot Network program.

- ☐ Yes ..... 1  
☐ No ..... 0  
MISSING ..... M

IF A2 = 2
LEAP INNOVATIONS

A2a. Please explain which students do not benefit from the Pilot Network program.

**STRING (0-250 CHARACTERS)**

ALL
LEAP INNOVATIONS

A3. How much effort was required to understand how to use the EdTech product you matched with in the Pilot Network program?

- ☐ Not much effort ..... 1  
☐ A little effort ..... 2  
☐ Some effort ..... 3  
☐ A great deal of effort ..... 4  
MISSING ..... M

ALL
LEAP INNOVATIONS

A4. How hard or easy was it for your students to use the EdTech product you matched with in t the Pilot Network program during class time?

- ☐ Very hard ..... 1  
☐ Hard ..... 2  
☐ Easy ..... 3  
☐ Very easy ..... 4  
MISSING ..... M

ALL
LEAP INNOVATIONS

A5. How hard or easy was it to navigate the EdTech product you matched with in the Pilot Network program to find what you were looking for?

- ☐ Very hard ..... 1
- ☐ Hard..... 2
- ☐ Easy..... 3
- ☐ Very easy..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

A6. I received adequate training on the EdTech product I matched with in the Pilot Network program.

- ☐ Strongly disagree ..... 1
- ☐ Disagree ..... 2
- ☐ Agree ..... 4
- ☐ Strongly agree ..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

A7. I would have liked more coaching on how to use the EdTech product I matched with in the Pilot Network program to support student learning.

- ☐ Strongly disagree ..... 1
- ☐ Disagree ..... 2
- ☐ Agree ..... 3
- ☐ Strongly agree ..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

A8. How often does the EdTech product you matched with in the Pilot Network program provide information that accurately reflects student progress, skills, or understanding of content?

- ☐ None of the time ..... 1

- ☐ Less than half of the time ..... 2
- ☐ More than half of the time ..... 3
- ☐ All the time ..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

A9. The EdTech product I matched with in the Pilot Network program provides information about student learning that I can act on.

- ☐ None of the time ..... 1
- ☐ Less than half of the time ..... 2
- ☐ More than half of the time ..... 3
- ☐ All the time ..... 4
- MISSING ..... M

## B. CONDUCIVE CLIMATE FOR THE INNOVATION

ALL
LEAP INNOVATIONS

B1. I have sufficient time to implement the Pilot Network program in my classroom.

- ☐ Strongly disagree ..... 1
- ☐ Disagree ..... 2
- ☐ Agree ..... 3
- ☐ Strongly agree ..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

B2. I am able to discuss with other teachers how to best use the Pilot Network program to support my instruction.

- ☐ Strongly disagree ..... 1
- ☐ Disagree ..... 2
- ☐ Agree ..... 3
- ☐ Strongly agree ..... 4

MISSING .....M

ALL
LEAP INNOVATIONS

B3. How likely are you to try a new classroom innovation even if it is very different from the tools you currently use?

- ☐ Not at all likely ..... 1
- ☐ Somewhat likely ..... 2
- ☐ Likely ..... 3
- ☐ Very likely ..... 4
- MISSING .....M

ALL
LEAP INNOVATIONS

B4. Implementing a new classroom innovation prevents me from fulfilling my other teaching duties.

- ☐ Strongly disagree ..... 1
- ☐ Disagree ..... 2
- ☐ Agree ..... 3
- ☐ Strongly agree ..... 4
- MISSING .....M

ALL
LEAP INNOVATIONS

B5. In your class, do you use similar tools to the EdTech product you matched with in the Pilot Network program?

- ☐ Yes ..... 1
- ☐ No ..... 0
- MISSING .....M

IF B5 = 1
LEAP INNOVATIONS



B5a. Please list the tools that are similar to the EdTech product you matched with in the Pilot Network program:

**STRING (0-250 CHARACTERS)**

ALL
LEAP INNOVATIONS

B6. Participating in the Pilot Network program fits well with the instructional goals of my school.

- ☐ Never or rarely ..... 1
- ☐ Sometimes ..... 2
- ☐ Often ..... 3
- ☐ Always ..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

B7. How clear are the expectations from your school's leadership about how you are to use the EdTech product you matched with in the Pilot Network program in your classroom?

- ☐ Not at all clear ..... 1
- ☐ Somewhat clear ..... 2
- ☐ Clear ..... 3
- ☐ Very clear ..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

B8. I had a voice in the decision to use the Pilot Network program in my school.

- ☐ Strongly disagree ..... 1
- ☐ Disagree ..... 2
- ☐ Agree ..... 3
- ☐ Strongly agree ..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

B9. My school leadership regularly asks about the Pilot Network program.

- ☐ Never or rarely ..... 1
- ☐ Sometimes..... 2
- ☐ Often ..... 3
- ☐ Always ..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

B10. I hope my school continues to use the Pilot Network program in the future.

- ☐ Strongly disagree ..... 1
- ☐ Disagree ..... 2
- ☐ Agree ..... 3
- ☐ Strongly agree ..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

B11. Use of the Pilot Network program has changed my classroom instructional approach.

- ☐ Strongly disagree ..... 1
- ☐ Disagree ..... 2
- ☐ Agree ..... 3
- ☐ Strongly agree ..... 4
- MISSING ..... M

ALL
-----

B12. I like working with technology.

- ☐ Strongly disagree ..... 1
- ☐ Disagree ..... 2

- ☐ Agree ..... 3
- ☐ Strongly agree ..... 4
- MISSING ..... M

ALL
LEAP INNOVATIONS

B13. I find it easy to use technology to do what I want to do.

- ☐ Never or rarely ..... 1
- ☐ Sometimes ..... 2
- ☐ Often ..... 3
- ☐ Always ..... 4
- MISSING ..... M

## C. GRANTEE-SPECIFIC QUESTIONS

**[Note to IRB: Each of the individual grantees will have the opportunity to add 5-10 questions here. We are working with the grantees to ensure those questions are not duplicative and will not substantially increase the burden, and we have accounted for those questions when estimating the time the survey will take to complete. We will submit a revised instrument once these questions are finalized.]**

## D. DEMOGRAPHICS

ALL
-----

D1. How many years of teaching experience do you have?

- ☐ 0 (this is my first year as a teacher) ..... 0
- ☐ 1 year ..... 1
- ☐ 2 years ..... 2
- ☐ 3-5 years ..... 3
- ☐ 6-9 years ..... 4
- ☐ 10-20 years ..... 5
- ☐ More than 20 years ..... 6
- MISSING ..... M

ALL
-----

D2. What is the highest level of education you have completed?

- ☐ Bachelor's degree ..... 1
- ☐ Master's degree ..... 2
- ☐ Doctorate degree ..... 3
- ☐ Professional degree after bachelor's degree ..... 4
- ☐ Other (please specify) ..... 99

**STRING (0-100 CHARACTERS)**

MISSING ..... M

SOFT CHECK IF D2=99 BUT TEXT BOX IS LEFT BLANK: **Please enter the highest level of education you have completed, then click Next to continue.**

ALL

D3. What subject(s) did you primarily teach in SY 2024-25?

*Select all that apply*

- 1 ☐ Elementary, all subjects
- 2 ☐ Math
- 3 ☐ English Language Arts
- 4 ☐ Science
- 5 ☐ Creative Arts
- 6 ☐ Physical Education
- 7 ☐ Special education
- 99 ☐ Other (please specify)

**STRING (0-100 CHARACTERS)**

MISSING ..... M

SOFT CHECK IF D3=99 BUT TEXT BOX IS LEFT BLANK: **Please enter the subject(s) you primarily taught in SY 2024-2025, then click Next to continue.**

ALL

D4. What grade level(s) did you primarily teach in SY 2024-25?

- 1 ☐ Pre-kindergarten
- 2 ☐ Kindergarten
- 3 ☐ 1st grade
- 4 ☐ 2nd grade
- 5 ☐ 3rd grade
- 6 ☐ 4th grade
- 7 ☐ 5th grade
- 8 ☐ 6th grade
- 9 ☐ 7th grade
- 10 ☐ 8th grade
- 11 ☐ 9th grade
- 12 ☐ 10th grade
- 13 ☐ 11th grade
- 14 ☐ 12th grade
- 15 ☐ College

## E. INCENTIVE QUESTIONS

The following questions will only be used to send you a \$20 gift card as a thank you for taking this survey. The information you provide will not be tied to your answers from the rest of the survey.

ALL
PROGRAMMER NOTE: RESPONDENTS CAN ENTER A NAME OR SELECT THE DECLINE BUTTON, BUT NOT BOTH.

E1. Please enter your full name

First name: \_\_\_\_\_ (string 20)

Last name: \_\_\_\_\_ (string 30)

☐ I do not wish or am unable to receive the \$20 gift card ..... 98

HARD CHECK IF EITHER NAME IS MISSING: Please enter your name, or select the button indicating you do not wish to receive the gift card.
---

IF E1 NE 98

E2. Please enter your email address

Email address: \_\_\_\_\_ (Email address for BHN)

HARD CHECK IF MISSING: Please enter your email address.

**Thank you for completing the survey!**

IF E1 NE 98

**Thank you for completing the survey!**



**Attachments:**

- Parent Consent Form\_opt out\_v2.pdf
- Informed consent\_teachers\_v2.pdf
- Expedited Review Approved: IRB #2643.pdf



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*Expedited Review Approved: IRB #2643*

To: Kate Place  
Institution: Mathematica Policy Research (MPR)  
From: HML IRB  
Subject: Study #2643  
Date: 08/21/2024

Dear Kate Place, EdM,

The protocol **The Intermediary Network Initiative, 2643** was assessed through an expedited research ethics review by HML Institutional Review Board. This study's human subjects' protection protocols, as stated in the materials submitted, received research ethics review approval on 08/21/2024 in accordance with the requirements of the US Code of Federal Regulations for the Protection of Human Subjects (45CFR46 & 45CFR46.110) and were expedited by (5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non-research purposes and (7) Research on individual or group characteristics or behavior.

You may rely on this IRB for review and continuing ethical oversight of this study. You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to: 1) ensuring prompt reporting to HML IRB of proposed changes in this study's design, subject risks, informed consent, or other human protection protocols; 2) investigators will conduct the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects; 3) and to promptly report any unanticipated problems involving risks to subjects or others in the course of this study.

The approval of your study is valid through 08/20/2025, by which time you must submit an annual check-in report either closing the study or requesting permission to continue for another year. Please submit your report by **08/13/2025** so that the IRB has time to review and approve your report prior to the expiration date. For instructions on how to manage an approved study refer to: [How to Manage an Approved Study](#).

Please note that we have changed our fee schedule for 2024. For details, please see [2024 HML IRB Fees](#).

HML IRB is authorized by the U.S. Department of Health and Human Services, Office of Human Research Protections (IRB #00001211, IORG #0000850), and has DHHS Federal-Wide Assurance approval (FWA #00001102).

If you have any questions, please contact us at [admin@hmlirb.com](mailto:admin@hmlirb.com).

Sincerely,

A handwritten signature in black ink, appearing to read "D. Anderson".

D. Michael Anderson PhD, MPH  
IRB Chair & Human Research Protections Director  
[dma@hmlirb.com](mailto:dma@hmlirb.com)

Health Media Lab, Inc.  
1101 Connecticut Avenue, NW Suite 450 Washington, DC 20036 USA  
+1 202.246.8504 [info@hmlirb.com](mailto:info@hmlirb.com) [www.HMLIRB.com](http://www.HMLIRB.com)



# The Intermediary Network Initiative

Admin	2643
Submitted by	Tareena Musaddiq on Aug 15
Panel	Expedited/Exempt
PI	Kate Place
PI Type	General User
Department	
PI Institution	Mathematica Policy Research (MPR)
Research Coordinators	Tareena Musaddiq 08/01/2024 Wittney Tabackman 08/01/2024
Other Staff	George Smith, Breyon Williams, Sophie Bright, Beth Holland
Review Type	Expedited Review
Approval Status	Expedited Approved (5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (7) Research on individual or group characteristics or behavior
Submitted By	Kate Place
Date Received	08/09/2024
Date of Completion	08/21/2024
Date Approved	08/21/2024
Final Approval Date	08/21/2024
Approval Expires	08/20/2025
Proposed Start Date	08/23/2024
Proposed End Date	10/31/2025
Date Closed	
Risk Category	Minimal Risk Only
Study Country	United States
Data Collection Types	Survey questionnaire Secondary data Other
US Federally Funded?	No
Funding Source	The Learning Accelerator
Billing Name/Email	
Billing Number/Code	52073.BY.T02.230.000
Vulnerable Subjects	• Children
Other Subjects Type	
Total Number of Subjects	28000
Consent Form	08/09/2024 Informed consent_teachers.docx 08/09/2024 Parent Consent Form_opt out.docx 08/16/2024 Informed consent_teachers_v2.docx 08/16/2024 Parent Consent Form_opt out_v2.docx
Survey Data Collection Tool	08/09/2024 Teacher Survey.docx
Notifications	08/15/2024 Revisions Required: IRB #2643.pdf 08/21/2024 Expedited Review Approved: IRB #2643.pdf
Approved Application Sections	08/21/2024 Approved Application Sections.pdf
Approved Consent Form	08/21/2024 Parent Consent Form_opt out_v2.pdf 08/21/2024 Informed consent_teachers_v2.pdf

## Research Design

Please provide a summary of your research design: Abstract plus 1000 to 1500 words.  
(describe your study's background, rationale, & methodology)

### Answer:

#### Background

This study evaluates the implementation, scale-up and impact of ten networks whose technology-enabled innovations (or tools) aim to improve student learning outcomes in K-12 schools. The Learning Accelerator has provided grants to ten networks, which are education organizations working to scale evidence-based products or practices (innovations), with the goal of improving core K-12 instruction and accelerating learning of students. Mathematica is leading the evaluation of this network initiative. The goals of this evaluation are to understand (1) how the innovations are scaling, (2) the conditions that support the successful scaling and adoption of the innovations that

improve student outcomes, and (3) the outcomes the innovations are producing. The study aims to answer the following research questions:

1. Did the innovation reach the planned number of students (classrooms and schools)?
2. Were the key components of the innovation implemented as intended?
3. What are the conditions in classrooms, schools, and districts that promote successful scaling? What are the conditions in the sites that were unsuccessful in scaling? Do common patterns emerge across the networks?
4. Did the innovation have positive effects on student learning as it was scaled?
5. How do the effects differ for different groups of students as the innovation scales to reach more students? In what ways, and to what extent, does the innovation affect student outcomes for specific populations of students (e.g., English Learners, students with low baseline score on reading skills, Black students and, students from low-income communities)?
6. Which network innovations were able to both successfully scale and improve learning for students?
7. Which network innovations showed potential for a durable change?
8. Do networks and schools need continued funding to sustain the conditions that led to effective scaling?

### Rationale

The COVID-19 pandemic accelerated technology-enabled innovation in core K–12 instruction, but it also revealed the complexities and challenges of rapid scaling and the need for additional evidence about what works, for whom, and under what conditions. This study is an evaluation of the scale-up of ten virtually supported innovations that can potentially accelerate learning in K–12 core instruction.

### Methodology

**Implementation and scaling analysis.** The study team will use quantitative descriptive analysis to evaluate the implementation and scaling of the innovations in schools and classrooms. For this analysis we will descriptively analyze (i) program and platform data collected from the networks and (ii) data on teachers' perceptions of the innovation and the conditions that support/hinder implementation, collected via teacher surveys.

**Student outcome analysis.** This study team will use both descriptive and quasi-experimental study designs to estimate the changes in student outcomes as a result of using the innovations in schools.

Each network will act as its own case study and will be independently evaluated. For some networks, we will conduct quantitative descriptive analyses using a pre/post study design. We will compare outcomes at the start of the school year (before the innovation is rolled out in the schools) with outcomes at the end of school year. As feasible, we will rely on historical data, nationally normed data, or other aggregate data to contextualize the gains. There will be no comparison group data for these networks.

These include the following networks:

- ASU Prep
- Building 21
- Coursemojo (in most districts)
- Rock by Rock
- The Lab School of Memphis
- PowerMyLearning
- University of Kentucky Center for Next Generation Leadership

For other networks we anticipate identifying comparison schools or classrooms and implementing a quasi-experimental study design. Each network will have its respective treatment and comparison group and there will be no overlap of study groups across networks. These networks include:

- LEAP innovations
- Magpie Literacy
- MindPrint Learning Inc.
- Coursemojo (potentially in a few districts)

To evaluate the effects of these network innovations on student outcomes we will match students who receive the innovation to students in similar schools and/or classrooms in their respective districts (using school and student characteristics such as race/ethnicity, English learner status, baseline achievement, etc.) and use a matched comparison approach to estimate the impact of the innovation. We will estimate impact separately for each network and then will summarize the results across the networks.

08/15/2024 1:12 PM EDT

### Briefly describe how data collection will generate evidence necessary to support this study.

#### Answer:

Broadly speaking, we will gather student outcomes data and other measures to assess 10 networks' technology-supported innovations. Each network has a different focus, and we will use slightly different data sources to produce the evidence. We will collect administrative data from schools, gather program data and platform data from the networks, and conduct a teacher survey.

**Administrative data.** The administrative data provided by the schools or districts will provide the study team with important context to understand the program and platform data, student outcomes, and teacher surveys. We will specifically collect student demographics, such as race/ethnicity, English learning status, and free and reduced lunch status; past test scores; and attendance data for students.

**Program data.** This data, provided by networks, will include implementation data such as details on teacher professional development sessions and the number of classrooms or students a program has reached. This data will support all research questions, but especially those focused on implementation and scaling.

**Platform data.** This data, provided by networks, will comprise backend data collected by the online/edtech platform from each network (where available). This will include items such as number of times an individual logged in, time spent, what items in the platform were accessed, responses to questions, and other “metadata” information. This data will also support implementation-focused research questions and will provide information on student outcomes as well.

**Student outcomes.** Student outcome measures, such as standardized tests scores, knowledge checks, attendance and usage data, and other assessments will allow the study team to assess student learning. This data will address research questions 4-6, which focus on the effects of the innovations on students. Student outcomes data will come from administrative data from schools/districts (e.g. existing formative benchmark assessment data), program data, and/or platform data.

**Teacher surveys.** The teacher survey will include questions on teachers’ views of the usefulness and usability of the innovation; the support for implementation they receive; and the school conditions in which the innovation is being introduced. It will also collect basic data on teachers’ demographics such as years of experience and grades/subjects taught. This data will inform most research questions, but especially those which focus on the factors that support or inhibit implementation and scaling.

08/09/2024 5:44 PM EDT

Please briefly describe your subjects (i.e.: students, teachers and principals; small business lenders and farmers; patients, nurses and hospital administrators, etc...).

Answer:

We will be gathering data directly from teachers via the teacher survey. We will collect program data and platform data about students and teachers from the networks. Finally, we will collect administrative data about students from the school districts.

08/09/2024 3:35 AM EDT

All human subjects will be 18 years of age or older.

Answer: Yes  
☒ No

Please provide the age range for human subjects.  
This study will look at data from kindergarteners-12th graders (approximately ages 5-18) as well as teachers (approximately ages 22-65).

08/09/2024 3:39 AM EDT

Does this study involve intervention, treatment, comparison or control groups? Please check all that apply:

Answer: None  
☒ Intervention  
Treatment  
☒ Comparison  
Control  
Other

Please describe the intervention, treatment, comparison or control groups to be used in this study.

**Intervention:** Schools involved in the study will be employing one of several edtech innovations with the support of the associated network. The table below describes each intervention in more detail.

Network	Intervention
	AI-powered math help tool, “Archie,” embedded in math practice platform “Digit.” This tool delivers personalized, just-in-time feedback in a safe and non-

ASU Prep	critical environment. Through practice and feedback, student use of Digit and Archie is also designed to build students' confidence in their math skills.
PowerMyLearning	Online tool for early grades math practice that is designed to build math discourse and "sensemaking" skills, which includes discussion, reasoning, problem solving, exploration, and hypothesis-generation. The tool is designed for K-2 classrooms.
The Lab School of Memphis	Micro-school instructional model that provides an alternative approach to traditional K-12 schooling. The "Hit Pit" approach leverages best practices for high intensity tutoring (HIT) and personalized independent tasks and teaching (PIT) to strengthen core instruction.
Building 21	An AI project builder (an AI tool that guides students in building their own project-based assignment that is aligned to a chosen competency and performance level) and an AI tool that provides immediate and actionable feedback to students on that project. This tool is particularly meant to help English Language Arts learning outcomes.
University of Kentucky	A dual credit and deeper learning initiative that expands access to dual credit courses for high school students and provides coaching and professional development support to school staff to accelerate the implementation of a deeper learning and early college model at the school.
LEAP Innovations	A year-long program that provides professional development support focused on personalized learning to school teams and matches school team teachers to a vetted EdTech product aligned to their needs to pilot in their classrooms.
Magpie Literacy	A year-long supplemental tool that assesses and teaches the essential components of early literacy instruction: phonemic awareness, decoding, encoding, word chaining, letter formation, sound-spelling correspondences, vocabulary, print concepts, high-frequency words, and shared reading through instructional videos and games. This evaluation will focus on foundations tool for Kindergarten.
	Tool that collects students' cognitive data and integrates it with each student's normed achievement data, algorithmically providing the most effective evidence-based personalized instructional

MindPrint Learning Inc.	strategies that can be applied in the general education classroom. MindPrint's strategies are all context-specific (e.g. math, reading, study skills, behavior, test-taking) and recommended based on the student's cognitive and academic performance.
Coursemojo	A curriculum-aligned, AI-powered assistant teacher that helps educators differentiate instruction by diagnosing gaps for each student and then providing them with targeted support either one-on-one or for small groups of students. This tool is focused on English and Language Arts outcomes.
Rock by Rock	An online library of fully planned project-based learning experiences appropriate for all students in grades K-5 and supplemented by teacher training.

**Comparison.** For some networks we anticipate identifying comparison schools or classrooms and implementing a quasi-experimental study design. These networks include:

- LEAP innovations
- Magpie Literacy
- MindPrint Learning Inc.
- Coursemojo (potentially in a few districts)

These comparison schools or classrooms would be identified by the district, and the district would provide the administrative data request. No direct recruitment or interaction between the study team and the comparison schools/classrooms will occur.

08/09/2024 5:44 PM EDT

Personnel	
PI	
Kate Place, EdM (08/01/2024)	
Research Coordinators	
Tareena Musaddiq, PhD (08/01/2024)	No Primary
Wittney Tabackman, MPP (08/01/2024)	No Primary

For any study staff who do not have user accounts in the portal (those listed as other staff), please provide their professional affiliation and role on the study team. Also, please describe their training, certification and expertise in working with human subjects.

**Answer:**

George Smith, Breyon Williams and Sophie Bright are part of Mathematica's evaluation team and will be conducting the analysis and will support report writing. Beth Holland is the Director of Research and Measurement at TLA and will be conducting broad big picture descriptive analysis of findings across the networks.

All study staff have user accounts and certifications submitted through the portal.

08/19/2024 12:53 PM EDT

Is the study team comprised of staff from multiple organizations or entities (if you are using anyone from any organization other than your own for marketing, recruitment, data collection or data analysis, the answer to this is Yes)?

**Answer:**    ✓Yes

No

Please list all of the other entities/organizations working on this project and their roles.

Beth Holland, who heads the Research and Measurement unit of TLA and is considered part of the study team for this evaluation, will conduct broad big picture descriptive analyses of findings across the networks, within the scope of the study. No other staff from TLA will have access to the data within the Mquiry system

08/19/2024 12:53 PM EDT

Are you aware of any potential conflicts of interest, financial or otherwise, for any study staff on this project?

Answer: Yes

✓No

By whom will the data be collected for this study (select all that apply)?

- Answer: ✓1. The study team will conduct data collection themselves  
2. The study team will contract with another entity for the supervision of data collectors  
3. The study team will directly hire (or partner with) and supervise data collectors  
✓4. Not applicable, the study uses only existing secondary data.

## Sites, Dates & Risk

Please note this should be a date in the future after ethical review and approval.

Participation of Subjects Start Date:

Answer: 08/23/2024

08/09/2024 8:24 PM EDT

Participation of Subjects End Date:

Answer: 07/31/2025

Where will your subjects be located?

Answer:

Where subjects are located will vary by network. Please see the below table. As we are still recruiting for some networks, we will submit a final list of locations once recruitment has finished.

Network	Location
ASU Prep	Arizona – network of charter schools unassociated with any specific district
PowerMyLearning	California
The Lab School of Memphis	Tennessee - micro-school with learning studios, unassociated with district
Building 21	Expected locations: specific districts in Pennsylvania, California, New York, Massachusetts, Maryland, South Carolina, Wisconsin, Indiana, District of Columbia
University of Kentucky	Kentucky, recruiting in progress for Allen County Schools, Bardstown City Schools, Bullitt County Public Schools, Danville Schools, Fleming County Schools, Scott County Schools, Frankfort Independent Schools, Greenup County Schools, Lawrence County Schools, Lincoln County Schools, Menifee County Schools, Paris Independent Schools, Boone County Schools, Fayetteville County

	Public Schools, Somerset Independent Schools, Trimble County Schools, Jefferson County Public Schools.
LEAP Innovations	Illinois: Chicago (if district research approval is granted), recruiting in progress in Lake County
Magpie Literacy	Texas, recruiting in progress for San Antonio and Houston ISD
MindPrint Learning Inc.	Arkansas: Little Rock
Coursemojo	Recruiting in progress for districts in California, New York, Michigan, Tennessee, Virginia, Texas, and Maryland
Rock by Rock	Current interest from recruitment efforts has come from schools in: Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Minnesota, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Washington, Wisconsin. All participating schools will be micro-schools unassociated with a district.

08/09/2024 5:52 PM EDT

	Yes	No
* Are there any local laws or policies that need to be considered in designing and implementing this research protocol?	•	✓
* Are there any local, community or cultural issues for your subjects in this research protocol that require consideration?	•	✓
* Has (or will) approval for this study been obtained by any other research ethics committee or similar entity?	✓	•
Please describe what other ethics review board or other entities will (or have) review this study. Some school districts (e.g., Philadelphia, Chicago) will require their own review board approvals. In these cases, we will submit the relevant research applications.		
* Does this study require authorization or approval from a Federal, state, regional or local authority?	•	✓

**Please indicate any potential risks to subjects:**

**Answer:**

- Physical risk
- Psychological risk
- Social risk
- Economic risk
- Legal risk
- Political risk
- Employment risk
- Academic risk
- Religious risk
- Other
- ✓None

**Are there any potential benefits to subjects for participating?**

**Answer:** Yes

✓No

## Subject Recruitment

### Recruitment & Incentives

For each subject type, please describe how subjects will be selected and recruited.

**Answer:**

Districts, schools, teachers, and students will be selected from those implementing the edtech networks' technology during the 2024-2025 school year. We expect some, but not all, of the participating districts to also provide data on comparison schools and/or classrooms within the respective districts, for QED evaluations. Networks will be contacting districts for data collection. Data on students and schools will be come from district administrative records and will be provided by the district. Depending on district preference, some districts might share data on only the intervention and comparison schools, grades, and students. In other cases, districts might share the entire roster data. In such instances we will identify the relevant treatment and comparison groups and for analytical purposes will only use data on those students and schools.

The districts, in consultation with the network, will select intervention and comparison schools. To safeguard against selection bias, we have requested districts to provide comparison data from schools that are similar to intervention schools.

All participating teachers will be surveyed. Comparison group teachers in general will not be surveyed except by Mindprint. Mindprint will survey comparison group teachers to collect data on teacher outcome (teacher self-efficacy belief scale).

08/15/2024 2:13 PM EDT

Please describe how subject privacy will be ensured during recruitment.

**Answer:**

We will use email addresses for teachers gathered from network staff to deliver the web-based questionnaire. The email addresses will be store securely and only available to the study team.

Please describe how you will ensure that subjects do not feel coerced, intimidated, compelled or pressured to participate.

**Answer:**

The majority of the data will be administrative data collected from edtech networks, districts, or schools, program data collected from networks, and platform data collected from the networks' technological innovations. Students will not be contacted by any member of the study team and therefore are not at risk of coercion.

All advanced communication materials requesting that individuals participate in the teacher survey will emphasize that participation is totally voluntary. The incentive offered for completing the survey has been compared against the industry standard for working with respondents of similar socioeconomic status to ensure the compensation is fair and will not be perceived as coercive.

08/09/2024 3:42 AM EDT

Yes  
No

\* Is recruitment of some members of the target subject population and not others likely to result in resentment for either inclusion or exclusion?

• ✓

\* Do any of your subjects receive any benefits or services related directly or indirectly to their recruitment or selection as subjects in this study?

• ✓

\* Will you use names or personally identifiable information (phone, address, email, etc...) to conduct recruitment?

✓ •

How will you get access to names and PII for recruitment and how will you safeguard them during recruitment?

Network and district staff will provide teacher names and email address for study participation. We will store contact information on our restricted access folders and only share internally with other members of the



study team.

\* Are subjects compensated or provided any incentives?



Please describe the compensation and provide a justification that compensation is fair and non-coercive.

To encourage participation of program participants in the teacher survey and offset costs of participation, teachers will be offered a \$20 gift card. The token of appreciation will be emailed to those with access to email upon completion of the discussion; gift cards will be mailed to participants without access to email. We have vetted the \$20 compensation amount against the industry standard for working with respondents of similar socioeconomic status to ensure the compensation is fair and will not be perceived as coercive.

Please describe how and when compensation will be delivered to subjects (and whether or not you will need to collect or store any additional PII in order to provide compensation).

Answer:

We will deliver compensation to teachers via BHN Rewards, an online gift card delivery program. This requires names and email addresses, which we will have from recruitment and will confirm via the teacher survey. No additional PII will be collected or stored.

08/09/2024 3:42 AM EDT

if you have documents or materials specific to subject recruitment, please upload them.

Answer:

Data Collection

For each type of data collection listed below, please provide an estimated total number of subjects by subject type.

Answer:

Each network will include a different number of schools, teachers, and students. We have provided estimates below and can submit final numbers once recruitment is complete.

Network	Number of schools (intervention schools; comparison schools noted when comparison students are from schools where intervention is not occurring)	Number of teachers (intervention only)	Number of students (all students receiving the interventions in districts where research is likely to occur; sample of comparison students noted as applicable)
ASU Prep	4	4-8	300-500
PowerMyLearning	2	13 across intervention schools	Approximately 260
The Lab School of Memphis	5 "studio sites"	10-15	Approximately 70-90
Building 21	Up to 16 schools	Approximately 60	Approximately 1000
University of Kentucky	9 intervention high schools; 8 comparison high schools	250-500	Approximately 1000
LEAP Innovations	Up to 10 schools	30-50	Between 1500-3000
Magpie Literacy	Approximately 20	Approximately 50-60	Approximately 1000-1200 in intervention and 1000-1200 in comparison
MindPrint Learning Inc.	17 intervention; 17 comparison	Approximately 150 intervention and 150 comparison	Approximately 8000 in intervention and 7000 in comparison
Coursemojo	Estimated 40-50	Estimated 40-50	Approximately 3800
Rock by Rock	30-50	30-50	300-500

The survey will be administered to teachers (approximately 300 total). Secondary data (administrative, program, and platform data) will be collected on all participants (approximately 28,000).

08/19/2024 1:46 PM EDT

**How will you record the data you collect for the following: Survey questionnaire, Secondary data, Other.**

- Answer:**
- On paper
  - ☒ Electronically on a computer, tablet or phone
  - Audio recording
  - Video recording
  - Photos
  - Artistic renderings like drawing, painting or collage
  - Biological specimens
  - Other items collected from subjects or their environment
  - Other

**Please describe what methods of data collection will be used to each specific data collection type (i.e: interviews will be audio-recorded, surveys will be on paper, and measurements will be recorded electronically).**

Teacher surveys will be collected through QuestionPro, a secure, web-based system. Network program and platform data and administrative records will be collected electronically from network organizations and schools/districts, respectively.

08/09/2024 6:00 PM EDT

**Will data be collected in-person or remotely?**


- Answer:**
- In-person
  - ☒ Remote
  - Both

**Will data collection be one-time only or will there be follow-up?**

- Answer:**
- ☒ One time only, no follow-up
  - Follow-up for clarification or quality assurance purposes only
  - Two or more follow-ups for additional data collection

**Please upload the survey(s) you will use to collect your data.**

**Answer:**

 Teacher Survey.docx 08/09/2024 (Survey Data Collection Tool)

**Please upload any data collection tools you will use for the following Data Types you previously selected:**

Secondary Data  
Other

**Answer:**

**Please briefly describe the information you intend to collect through surveys.**

**Answer:**

Teachers will indicate how much they agree or disagree with specific statements, or how frequently specific statements are true or apply to their teaching practices. The survey will **include questions on teachers' views of the usefulness and usability of the innovation; the support for implementation they receive; and the school conditions in which the innovation is being introduced.** The survey will include basic demographic and experience questions (e.g., years of teaching, grades and subjects taught), but no PII will be collected through the surveys.

08/09/2024 6:18 PM EDT

**Briefly describe the information you intend to collect through secondary data; the source of the secondary data and under what mechanisms it is available for use.**

**Answer:**

We will collect student demographics, including race/ethnicity, gender, English learning status, special education status, free and reduced lunch status; test scores; and attendance data for students as well as teachers attending professional development. This will be provided by schools, districts, or networks in the form of administrative, program, and platform data. We expect student-level data will be de-identified. Student IDs will be used to link data across sources, but will not be used to identify individual students.

08/16/2024 5:07 PM EDT

Please provide the date range for when secondary data was or will be collected.

Answer: August 16, 2024-August 31, 2025

08/09/2024 8:22 PM EDT

Please check all that apply to your secondary data.

Answer: The dataset is publicly available.

The dataset is de-identified and anonymized and cannot be associated with subject identifiers.

✓The dataset is de-identified but contains a unique subject link or ID that could allow data to be associated with name or PII. Researchers will not attempt to identify subjects.

The dataset is de-identified but contains a unique subject link or ID that could allow data to be associated with name or PII. Researchers may attempt to identify subjects.

The dataset contains name or other PII that can identify subjects.

✓The data was collected for research purposes.

✓The data was collected for non-research purposes.

Did subjects provide consent for reuse of their data?

Answer: Yes

✓No

08/16/2024 5:18 PM EDT

Please describe what "other" data you will be collecting, how it will be collected and why.

Answer:

We will collect program data about the innovations from the networks as well as platform data collected from the networks' technological innovations (i.e., metadata on the use of the innovation, such as how many times a student accessed a course). The table below indicates what data we expect to collect to measure student outcomes, as well as implementation measures. Note: anywhere below that indicates "survey" refers to a survey that the school, district, or network is already conducting and not one that will be conducted specifically for the study. We expect that all student-level data, for both student outcomes and other measures, will be de-identified by the network before we receive it. In instances where this may not be possible and we might receive school-assigned student IDs in different data files, we will take an immediate step to generate random IDs and a crosswalk to match the raw data files. We will limit access to the school IDs to a handful of staff and then work with the de-identified files for the duration of the project.

We will use school-assigned student IDs to link data from one measure to another and to administrative records.

	Student outcomes measures	Other measures
ASU Prep	<ul style="list-style-type: none"><li>• Growth on ALEKS knowledge checks</li><li>• End of course exam performance (common end-of-semester exams across network)</li></ul>	<ul style="list-style-type: none"><li>• ASU Prep program and platform data (exit tickets, student usage information; teacher assignments and use in classroom; staff training information)</li><li>• Student-level administrative data from the schools</li></ul>
		<ul style="list-style-type: none"><li>• Data from school's learning management tool (Headrush) for student engagement, completion of</li></ul>

Lab School of Memphis	<ul style="list-style-type: none"> <li>• NWEA MAP assessments in reading and math</li> <li>• Learning progression data from learning management tool</li> </ul>	<ul style="list-style-type: none"> <li>activities, progress and teachers usage</li> <li>• Staff training information</li> <li>• Progress data from ASU Prep Global instruction platform</li> <li>• Teacher/student/family surveys about satisfaction</li> <li>• Student-level administrative data from the school</li> </ul>
Power My Learning	<ul style="list-style-type: none"> <li>• Platform data capturing student responses</li> </ul>	<ul style="list-style-type: none"> <li>• PowerMyLearning program and platform data (student usage, enjoyment of tool, teacher usage, integration, teacher PD exit tickets)</li> </ul>
UKY-NXGSN	<ul style="list-style-type: none"> <li>• Dual credit enrollment</li> <li>• Dual credit course grades</li> <li>• Dual credit hours earned</li> <li>• Exhibitions of learning – school level measures of the number of deeper learning exhibitions conducted, the total number of students reached across exhibitions, and average pass rate among students across exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>• Course data</li> <li>• Program data on teacher professional development and school plans</li> <li>• Student-level administrative data</li> </ul>
Building 21	<ul style="list-style-type: none"> <li>• Growth measures of ELA competencies (generated by Building 21)</li> <li>• Benchmark assessment data (likely to vary across districts – i-Ready, MAP, Renaissance Star)</li> </ul>	<ul style="list-style-type: none"> <li>• Platform data on usage</li> <li>• Benchmark assessment data from the districts</li> <li>• Student-level administrative data from the district</li> </ul>
LEAP Innovations	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Renaissance Star/iReady benchmark assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Student-level administrative data from the district</li> </ul>
Mindprint Learning	<ul style="list-style-type: none"> <li>• Panorama student survey</li> </ul>	<ul style="list-style-type: none"> <li>• Mindprint's platform and program data (number of students, classrooms, schools, student's cognitive assessment scores, BOOST course completion)</li> <li>• Teacher self-efficacy survey (program administered)</li> <li>• Student-level administrative data from the district</li> </ul>

Magpie	<ul style="list-style-type: none"> <li>• DIBELS assessments (teacher administered)</li> <li>• ROAR assessment data (platform data)</li> </ul>	<ul style="list-style-type: none"> <li>• Magpie's meta-data (number of students, classrooms, schools, time students spend in Magpie, number of assessments completed,</li> <li>• District administrative data (likely)</li> <li>• Student-level administrative data from the district</li> </ul>
Coursemojo	<ul style="list-style-type: none"> <li>• Coursemojo's writing assignments and engagement within platform (marked by AI)</li> <li>• Benchmark assessment data (e.g. Renaissance Star)</li> </ul>	<ul style="list-style-type: none"> <li>• Coursemojo backend data on usage</li> <li>• Teacher survey</li> <li>• District leader survey</li> <li>• Student-level administrative data from the district</li> </ul>
Rock by Rock	<ul style="list-style-type: none"> <li>• Benchmark assessment data (Renaissance Star/iReady)</li> </ul>	<ul style="list-style-type: none"> <li>• Rock by Rock program data (number of schools, teacher training completion)</li> <li>• Student-level administrative data from the schools</li> </ul>

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## Child Subjects

Please check the category that best describes degree of risk to child subjects.

**Answer:** ☒ The research does not involve greater than minimal risk  
☐ The research involves greater than minimal risk

What are the ages of your child subjects?

**Answer:** 5-17

Please describe why these ages are appropriate.

**Answer:**

The interventions being evaluated in this study are education-focused interventions. Some focus on grades as young as kindergarten, while others focus on high schoolers including juniors and seniors who may be 17 or 18.

Are the materials to be used with children age appropriate?

**Answer:** ☒ Yes  
☐ No

Please briefly describe experience or training of the study staff in working with children.

**Answer:**

The study staff will not be interacting with students directly during the study. Study team staff are trained to protect the full privacy and confidentiality of all data collected for the study and will use it for research purposes only. We expect all student data will be anonymized by networks, schools, or districts before the study team receives it using student ID numbers. If it is not, we will randomly generate an identification number and maintain only the minimum PII necessary to link to administrative, program, and platform data requests.

08/09/2024 4:18 AM EDT

**Do you plan to enroll adult subjects in addition to children?**

*(Adults are defined as individuals of age 18 or over.)*

**Answer:** ☒ Yes

☐ No

## Informed Consent

**Please indicate how you will obtain and record informed consent (IC) for all types of data collection activities with adult subjects (you may select more than one option):**

- Answer:**
- ☐ Written and signed
  - ☐ Written and not signed but recorded by data collector
  - ☒ Written and not signed but recorded by electronic checkbox
  - ☐ Written and not signed or recorded
  - ☐ Verbal and signed
  - ☐ Verbal and not signed but recorded by data collector
  - ☐ Verbal and not signed or recorded
  - ☒ Full waiver of informed consent requested
  - ☐ Alteration of informed consent requested

**If your study includes more than one way of obtaining consent, please describe under what conditions you will use each consent process you selected.**

**Written and not signed but recorded by electronic checkbox:** Teacher survey consent. Individuals who participate in the teacher survey via web will read the consent form online and click a button to record their consent.





**Full waiver of informed consent requested:** The administrative data we are collecting from networks is allowed under FERPA which permits the disclosure of protected student information without the prior consent of students in certain circumstances (20 U.S.C. 1232g(b); 34 CFR 99.31). In particular, this study and the data we are collecting falls under the "Organizations Conducting Studies Exception" under 34 CFR 99.31(a) (6), which permits educational institutions to provide the same information they could to government institutions to independent organizations. Further, as all information will be de-identified by the networks, we will not be receiving any student-level PII.

If any district requires that we include a consent form, then with the district's permission, we will use a passive consent process for student data collection. This will involve sending parents and guardians the consent letter and providing instructions for how to opt their child out of the study.

08/09/2024 4:02 AM EDT

**Please upload your informed consent (IC) documents for each subject type and/or data collection type.**

**Answer:**

-  Informed consent\_teachers.docx 08/09/2024 (Consent Form)
-  Parent Consent Form\_opt out.docx 08/09/2024 (Consent Form)
-  Informed consent\_teachers\_v2.docx 08/16/2024 (Consent Form)
-  Parent Consent Form\_opt out\_v2.docx 08/16/2024 (Consent Form)

08/16/2024 5:36 PM EDT

**Briefly describe how, when, and where you will obtain informed consent (IC).**

**Answer:**

We will obtain consent from teachers taking the Teacher Survey at the start of the survey. Individuals who participate in the survey via web will read the consent form online and click a button to record their consent.

**Please select the option or options that best describes why you are not obtaining signed consent from subjects.**

**Answer:** The only record linking the subject and the research would be the informed consent form

creating potential risk of harm resulting from a breach of confidentiality.

- ✓The research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.

Subjects are members of a distinct cultural group or community in which signing forms is not the norm, the research presents no more than minimal risk of harm to subjects, and there is an alternative mechanism for documenting that informed consent was obtained.

We consider each of the items below to be a requirement of informed consent. If you answer "No" to any of the items, please explain or consider revising your consent forms to include the missing elements prior to uploading them.

	Ye s	N o
* Will the subject have the opportunity to discuss and consider whether or not to participate?	✓	•
* Does the IC use clear and simple wording that will be understandable to your subjects?	✓	•
* Does the IC explain the purpose of the research?	✓	•
* Does the IC state the participation is voluntary, subjects make skip or refuse questions, and may withdraw without consequence at anytime?	✓	•
* Does the IC describe any risks or benefits to subjects?	✓	•
* Does the IC describe how confidentiality (or anonymity) of subject and data will be maintained or any limitations to confidentiality?	✓	•
* Does the IC include the expected duration of subject participation (in hours/minutes, etc...)?	✓	•
* Does the IC explain the use and potential reuse of subject data (including, if applicable, the creation of a deidentified data set or usage limited to this study)?	✓	•
* Does the IC identify and provide contact information of investigators?	✓	•
* If you have more than one type of data collection, do the IC documents cover all types?	✓	•
* If you have different types of subjects, is IC specific to each type?	✓	•
* Will you leave (or offer to leave) a copy of the IC form with subjects or offer to send one via text or email ?	✓	•

#### Waiver or Alteration of Informed Consent

You have requested a waiver or alteration of consent for some of your subjects, but not all. Please describe the subject group for whom you are seeking a waiver or alteration of informed consent.

**Answer:**

We are seeking a waiver of informed consent for students.

Why are you requesting a waiver of informed consent?

**Answer:**

The administrative data we are collecting from networks is allowed under FERPA which permits the disclosure of protected student information without the prior consent of students in certain circumstances (20 U.S.C. 1232g(b); 34 CFR 99.31). In particular, this study and the data we are collecting falls under the "Organizations Conducting Studies Exception" under 34 CFR 99.31(a)(6), which permits educational institutions to provide the same information they could to government institutions to independent organizations. Further, as all information will be de-identified by the networks, we will not be receiving any student-level PII.

If a district requires that we include a consent form, then, with that district's permission, the study team will use a passive consent process, whereby students are participants in the study unless their parent opts to not have them participate. As this is a study evaluating education technology interventions with no harm to students, the passive consent process is appropriate. The study team expects no more than 15 percent of parents to opt their child out of the study. If required by a district, an active consent process will be implemented. Teachers will facilitate the distribution, and if necessary, collection of student consent forms. Only data from students whose parents agree for them to participate in the study will be included in the secondary collection requests.

We anticipate that most schools will provide information without consent forms as covered under FERPA, and that any schools that do require consent forms will allow passive consent. We've learned on prior Mathematica projects that many districts prefer passive consent because, for example, families in some

districts and schools provide generic consent at the beginning of the school year for their child to participate in research activities conducted in the classroom during the regular school day (including curriculum implementation and basic data collection). These districts may prefer researchers use an opt-out method for individual studies to reduce burden on teachers and parents. In the event they do not, we will develop and provide online active consent forms that teachers will distribute via email and parents/guardians can access via a link within the email. The consent form will be a one-page survey in QuestionPro, and the responses will go directly to Mathematica; the teachers will not receive copies of the completed consent forms and will not have knowledge of which students' parents/guardians opted in or out of the study. We will also share the active consent form with HML for IRB approval before we distribute the consent forms to teachers.

08/19/2024 1:34 PM EDT

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\* Is the research that you are requesting a waiver or alteration of consent for minimal risk to subjects?

✓ •

(Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.)

Please justify your claim that this research is minimal risk:

Students will not be contacted by any member of the study team, nor will they be asked to complete any tasks that are not a part of their normal day-to-day educational activities. No student level PII will be given to the study team, as networks will de-identify records before sending them to us. In instances where networks may not be able to de-identify data and we might receive school-assigned student IDs in different data files, we will take an immediate step to generate random IDs and a crosswalk to match the raw data files. We will limit access to the school IDs to a handful of staff and then work with the de-identified files for the duration of the project.

\* Does the research involve using identifiable private information or identifiable biospecimens?

• ✓

\* Does the waiver of informed consent adversely affect the rights or welfare of the subjects?

• ✓

\* If appropriate or possible, will subjects be provided with pertinent information after participation?

✓ •

Is this study being conducted by, or subject to, the approval of government officials to evaluate a public benefit or service program?

Answer: ✓ No

Yes, to evaluate a public benefit or service program

Yes, to evaluate changes or alternatives to a public program

Yes, to evaluate changes in benefit methods or levels to a public program

Please explain why this study cannot practicably be carried out without the waiver or alteration of informed consent.

Answer:

The majority of the data will be administrative data collected from networks, districts, or schools, program data collected from networks, and platform data collected from the networks' technological innovations (i.e., platform data on the use of the innovation, such as how many times a student accessed a course). Students will not be contacted by any member of the study team, nor will they be asked to complete any tasks that are not a part of their normal day-to-day educational activities. No student level PII will be given to the study team, as networks will de-identify records before sending them to us.

08/09/2024 6:22 PM EDT

## Parental Consent

Which type of consent will you obtain from parents or guardians of child subjects (please select all that apply)?

Answer: Written and signed  
Written and not signed but recorded by data collector  
Verbal and signed  
Verbal and not signed but recorded by data collector



- Parental consent is not required by law or local custom
- Parental consent is not required as subjects are emancipated
- ✓Waiver of parental consent requested (please select for "passive consent")
- Alteration of parental consent requested

## Waiver or Alteration of Parental Consent

### Why are you requesting a waiver of parental consent?

#### Answer:

The administrative data we are collecting from networks is allowed under FERPA which permits the disclosure of protected student information without the prior consent of students in certain circumstances (20 U.S.C. 1232g(b); 34 CFR 99.31). In particular, this study and the data we are collecting falls under the "Organizations Conducting Studies Exception" under 34 CFR 99.31(a)(6), which permits educational institutions to provide the same information they could to government institutions to independent organizations. Further, as all information will be de-identified by the networks, we will not be receiving any student-level PII.

If a district requires that we include a consent form, then, with that district's permission, the study team will use a passive consent process, whereby students are participants in the study unless their parent opts to not have them participate. As this is a study evaluating education technology interventions with no harm to students, the passive consent process is appropriate. If required by a district, an active consent process will be implemented. Teachers will facilitate the distribution, and if necessary, collection of student consent forms. Only data from students whose parents agree for them to participate in the study will be included in the secondary collection requests.

We anticipate that most schools will provide information without consent forms as covered under FERPA, and that any schools that do require consent forms will allow passive consent. We've learned on prior Mathematica projects that many districts prefer passive consent because, for example, families in some districts and schools provide generic consent at the beginning of the school year for their child to participate in research activities conducted in the classroom during the regular school day (including curriculum implementation and basic data collection). These districts may prefer researchers use an opt-out method for individual studies to reduce burden on teachers and parents. In the event they do not, we will develop and provide active consent forms that teachers will distribute and collect. We will also share the active consent form with HML for IRB approval before we distribute the consent forms to teachers.

08/09/2024 6:24 PM EDT

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\* Is the research that you are requesting a waiver of parental consent for minimal risk to subjects?

✓ •

(Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.)

\* Does the research involve using identifiable private information or biospecimens?

• ✓

\* Does the waiver of parental consent adversely affect the rights or welfare of the subjects?

• ✓

\* If appropriate or possible, will parents or guardians be provided with pertinent information after participation?

✓ •

\* Is the waiver of parental consent being requested because parental consent is not a reasonable requirement to protect child subjects given the conditions of the study population or research?

✓ •

What mechanisms do you have in place to protect subjects in lieu of parental consent?

The study team will protect the full privacy and confidentiality of all data collected for the study and will use it for research purposes only. Our administrative, program, and platform data requests will not include sensitive questions or questions that would enable identification of respondents.

The majority of the data will be administrative data collected from networks, districts, or schools, program data collected from networks, and platform data collected from the networks' technological innovations (i.e., metadata on the use of the innovation, such as how many times a student accessed a course). Students will

not be contacted by any member of the study team, nor will they be asked to complete any tasks that are not a part of their normal day-to-day educational activities. No student level PII will be given to the study team, as networks will de-identify records before sending them to us.

Please explain why this study cannot practicably be carried out without the waiver or alteration of parental consent.

Answer:

The majority of the data will be administrative data collected from networks, districts, or schools, program data collected from networks, and platform data collected from the networks' technological innovations (i.e., platform data on the use of the innovation, such as how many times a student accessed a course). Students will not be contacted by any member of the study team, nor will they be asked to complete any tasks that are not a part of their normal day-to-day educational activities. No student level PII will be given to the study team, as networks will de-identify records before sending them to us.

08/09/2024 6:24 PM EDT

## Child Assent

Will an informed assent statement be provided to child subjects?

Answer: ☐ All of the child subjects  
☐ Some of the child subjects  
☒ None of the child subjects

Do you anticipate any child subjects turning 18 years of age while participating in the study?

Answer: ☒ Yes  
☐ No

What is your plan for consenting child subjects who turn 18 while enrolled?

(Please note: The young adult must be re-consented using the most current IRB approved version of the consent form.)

We are requesting a waiver of consent for child subjects who turn 18. Whether a student is a minor or 18, the same data will be collected and the student will not be asked to complete any study-related activities.

08/09/2024 4:12 AM EDT

## Waiver of Child Assent

Please explain why you are not obtaining assent from all or some of your child subjects for this study.

Answer:

Only administrative, program, and platform data will be collected, and there are no study-related activities that the study team will be asking students to complete. Students will not be contacted by any member of the study team, nor will they be asked to complete any tasks that are not a part of their normal day-to-day educational activities. No student level PII will be given to the study team, as networks will de-identify records before sending them to us.

08/09/2024 4:13 AM EDT

Is this study being conducted by or subject to the approval of government officials to evaluate a public benefit or service program?

Answer: ☒ No  
☐ Yes, to evaluate a public benefit or service program  
☐ Yes, to evaluate changes or alternatives to a public program  
☐ Yes, to evaluate changes in benefit methods or levels to a public program

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\* Are the child subjects capable of providing assent?

☒ •

Please explain why you are not seeking assent.

Only administrative, program, and platform data will be collected, and there are no study-related activities

that the study team will be asking students to complete. Students will not be contacted by any member of the study team, nor will they be asked to complete any tasks that are not a part of their normal day-to-day educational activities. No student level PII will be given to the study team, as networks will de-identify records before sending them to us.

\* Is the research conducted with children that you are requesting a waiver of child assent for minimal risk to subjects? ✓ •

(Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.)

\* Does the research involve using identifiable private information or biospecimens? • ✓

\* Could the waiver of assent adversely affect the rights or welfare of the child subjects? • ✓

\* If appropriate or possible will children be provided with information about the study after participation? ✓ •

## Subject Protections

Please describe the protocols to ensure subject safety and confidentiality during remote data collection.

(This includes encryption, masking names, password and internet security, etc...)

Answer:

The study team will protect the full privacy and confidentiality of all data collected for the study and will use it for research purposes only. Mathematica will ensure that all personally identifiable information about respondents remains confidential. Mathematica's standard for maintaining confidentiality includes training staff on the meaning of confidentiality, particularly as it relates to handling requests for information, and assuring respondents about the protection of their responses. It also includes built-in safeguards on status monitoring and receipt control systems.

No information that identifies any study participant will be released. Information from participating institutions and respondents will be presented at aggregate levels in reports. All paper protocols will be stored in a locked facility and data stored in digital files will be maintained on a secure server that is backed up daily.

Only persons conducting this study and maintaining its records will have access to the records collected that contain individually identifying information. Staff access rights to the project folder are revoked when they leave the project. If a staff member leaves Mathematica, his or her access to computing assets, including network access, is terminated.

All data, including that from surveys and administrative, program, and platform data requests, will be stored on Mquiry, which is hosted on Mathematica's Cloud Support System and leverages FedRAMP moderate impact Amazon Web Services (AWS) infrastructure and services. Access to Mquiry will be strictly controlled and limited only to individuals who are authorized to access the system and its data and will require login credentials that include multi-factor authentication. Access to the project folder is explicitly authorized by the Project Director on need-to-know and least privilege basis. Staff access rights to the data are revoked when they leave the project. Access to Mquiry, is terminated if a staff member leaves Mathematica. We will train all project staff with data access in confidentiality procedures.

08/09/2024 4:18 AM EDT

Please describe support protocols for subjects who disclose or appear to be at risk outside of the study.

Answer:

Across the study, there is nothing inherently sensitive about our data collection that would require a highly specific protocol for those who appear to be at risk. The study team will inform all study staff to reach out to project leadership immediately if a situation arises where subjects disclose or appear to be at risk outside of the study.

Is reporting mandatory if a subject discloses abuse of a child or other criminal behavior?

Answer: ✓ Yes

No

Please describe what requires reporting, to whom, and how is it reported.

It is very unlikely that study team members will learn about abusive or illegal behavior while collecting data. We don't anticipate this information being disclosed; however, if we come into this information, we will ensure that we follow the mandatory reporting laws for each state we're working in.

If you have any materials specific to subject protection or protocols for referral or reporting of abuse, please upload them now.

Answer:

## Data Protections

Will you collect name or PII as part of ...

Answer: ☒ Recruitment  
Obtaining Consent  
☒ Data Collection  
No name or personal information will be collected.

How will names or personal information collected as part of recruitment or consent be stored and eventually destroyed to protect subjects?

Our recruitment materials for the teacher surveys be sent via email and will be addressed using participants' names. We will obtain this information from each participating network or relevant school district. No student names or PII will be collected.

Mathematica will establish Data Use Agreements with each network and school district (where needed) detailing the data exchange, security, and destruction processes for the project as well as our corporate-level data security plan. All names and personally identifiable information will be destroyed when the study concludes. No personally identifiable information will be used in any research report, brief, or presentation.

Mathematica's secure data collaboration platform, Mquiry, is built to the stringent Federal Risk and Authorization Management Program (FedRAMP) moderate impact cloud security standard. FedRAMP is based on the National Institute of Standards and Technology (NIST) Special Publication 800-53, Security and Privacy Controls for Information Systems and Organizations. Mquiry will be hosted on Mathematica's Cloud Support System which leverages FedRAMP moderate impact Amazon Web Services (AWS) infrastructure and services. Access to Mquiry will be strictly controlled and limited only to individuals who are authorized to access the system and its data and will require login credentials that include multi-factor authentication. Protected classes of data including those restricted for project-specific use and sensitive data such as Protected Health Information (PHI) and Protected Individual Information (PII) will be controlled through granular access control, user roles and permissions. All data will be encrypted in transit and at rest using NIST encryption standards and industry standard encryption key management protocols. Finally, data stored in Mquiry will be subject to data lifecycle management, guided by contractual and regulatory specifications.

**Data disposition.** Mathematica will employ the server's secure delete features to permanently purge electronic data as required. Any backups will also be securely deleted 60 days after primary files are purged. De-identified data may be archived for later use.

08/09/2024 4:15 AM EDT

How are names or personal information that will be collected during data collection stored?

Answer: Name or PII are recorded with responses/data.  
Name or PII are recorded separate from and without links to responses/data.  
☒ Name or PII are recorded separate from but linked by an identifier to responses/data.

Briefly describe how data collection tools (for Survey questionnaire, Secondary data, Other) are constructed to protect subject confidentiality or anonymity.

Answer:

The study team will protect the full privacy and confidentiality of all data collected for the study and will use it for research purposes only. Mathematica will ensure that all personally identifiable information about respondents remains confidential. Unless necessary for linking to later administrative data requests, our data

collection instruments will not include sensitive questions or questions that would enable identification of respondents.

Web surveys (teacher survey) allow respondents to complete and submit data securely using unique, password-protected logins. Only key project staff will have access to any personally identifiable information. The only personally identifiable information collected in the surveys include respondent's name and email address to allow us to send them the gift card incentive. The data used by the rest of the project team will have a randomly generated identification number as the only identifier on the file. All data security, storage, and destruction procedures described above will be followed to ensure subject confidentiality and anonymity is protected.

We expect all student data will be anonymized by networks before the study team receives it using student ID numbers. If it is not, we will randomly generate an identification number and maintain only the minimum PII necessary to link to administrative, program, and platform data requests.

08/09/2024 4:18 AM EDT

**Please describe data collection procedures and environment to ensure subject privacy and confidentiality for all types of data collection (Survey questionnaire, Secondary data, Other).**

**Answer:**

We shall protect respondent privacy to the extent permitted by law and will comply with all Federal and Departmental regulations for private information. We have developed a Data Security Plan that assesses all protections of respondents' personally identifiable information. We will ensure all our employees who perform work under this contract and subcontract receive training on data privacy issues and comply with the above requirements. All Mathematica staff must sign an agreement to maintain the privacy of any information from individuals, businesses, organizations, or families participating in any projects conducted by Mathematica, complete online security awareness training when they are hired, and participate in a refresher training annually.

The study team will inform respondents of all planned uses of data, that their participation is voluntary, that the team will keep their information private to the extent permitted by law, and that all confidential data will be destroyed at the end of the study. As the contract specifies, Mathematica will protect respondents' privacy to the extent permitted by law and will comply with all federal and departmental regulations for private information. Consent forms and text at the start of each data collection instrument contain assurances of privacy; all participants must read or listen to this text and acknowledge it before participating in the data collection.

**Chain of Custody: For each method of data collection (Electronically on a computer, tablet or phone), please describe how it will be stored, transmitted, de-identified, and shared or destroyed.**

**Answer:**

Mathematica will use QuestionPro a secure, web-based system, to conduct the web-based questionnaire. Following the survey data collection, we will de-identify all survey response data and export to the designated, encrypted project folders accessible only to project team members. Data will be transmitted, de-identified, and stored securely. Information will not be maintained in a paper or electronic system from which they are actually or directly retrieved by an individual's personal identifier.

Network's platform data, district administrative data and data from the teacher survey will be housed in Mathematica's cloud based secure data sharing platform Mquiry. This data will be shared by the districts directly to Mathematica. As frequent collectors and users of data from the federal government, Mathematica utilizes federal standards for the use, protection, processing, and storage of data. Mathematica is highly experienced in and maintains a strong commitment to protecting the security and confidentiality of data. All Mathematica staff are required to sign a confidentiality agreement and participate in annual security awareness training, securing data on ingress, the secure storage, transformation, and loading of data, and securely disseminating data as needed. More specifically, the computing assets that comprise the system architecture safeguard PHI, PII and other confidential project information in a manner consistent with National Institute of Standards and Technology (NIST) standards. Mathematica secures individually identifiable and other sensitive project information and strictly controls access to sensitive information on a need-to-know and least privilege basis. In addition, data are encrypted in transit and at rest using Federal Information Processing Standard 140-2 compliant cryptographic modules, and is securely disposed of according to our contractual and data use agreement obligations.

Mathematica will use encryption, compliant with the Federal Information Processing Standard “Security Requirements for Cryptographic Modules, as amended,” to protect all instances of PII during storage and transmission. Mathematica will securely generate and manage encryption keys to prevent unauthorized decryption of information, in accordance with the Federal Information Processing Standard. Mathematica will ensure that this standard is incorporated into our property management/control system. Mathematica will establish a procedure to account for all laptop and desktop computers, as well as other mobile devices and portable media that store or process sensitive information. Any data stored electronically will be secured in accordance with the most current National Institute of Standards and Technology requirements and other applicable Federal and Departmental regulations.

Following the end of the project, and when no longer required, sensitive data copied onto the Mathematica project folders for analysis will be securely destroyed. Mathematica will employ the server’s secure delete features to permanently purge electronic data. Any backups will also be securely deleted 60 days after primary files are purged.

**Data storage.** Mathematica’s secure data collaboration platform, Mquiry, is built to the stringent Federal Risk and Authorization Management Program (FedRAMP) moderate impact cloud security standard. FedRAMP is based on the National Institute of Standards and Technology (NIST) Special Publication 800-53, Security and Privacy Controls for Information Systems and Organizations. Mquiry will be hosted on Mathematica’s Cloud Support System which leverages FedRAMP moderate impact Amazon Web Services (AWS) infrastructure and services. Access to Mquiry will be strictly controlled and limited only to individuals who are authorized to access the system and its data and will require login credentials that include multi-factor authentication. Protected classes of data including those restricted for project-specific use and sensitive data such as Protected Health Information (PHI) and Protected Individual Information (PII) will be controlled through granular access control, user roles and permissions. All data will be encrypted in transit and at rest using NIST encryption standards and industry standard encryption key management protocols. Finally, data stored in Mquiry will be subject to data lifecycle management, guided by contractual and regulatory specifications.

Any portable media containing sensitive data are secured with Advanced Encryption Standard (AES) 256-bit encryption. Project staff are instructed to remove sensitive data from their desks when not in use or when unauthorized staff or visitors are present.

**Data disposition.** Mathematica will employ the server’s secure delete features to permanently purge electronic data as required. Any backups will also be securely deleted 60 days after primary files are purged. De-identified data may be archived for later use.

08/15/2024 3:21 PM EDT

**Will any raw data be shared or disseminated beyond the study team?**

**Answer:**      Yes  
                    ✓ No

## Correspondences

## Cont Reviews

Year	Status	Due Date	Date Received	Date Approved	Submitted By
1	Due	08/13/2025			

Total # Subjects Enrolled Since Last Cont Review:

Total # Subjects Enrolled in Study to Date:

Total # Subjects Who Have Died: 0

Total # Subjects Who Have Completed Study:

Total # Subjects Still Active:

Continuation Status:

Unforeseen/Adverse Events: None

Describe Unforeseen/Adverse Events:

Additional Comments:

No Panel Assigned

Tracking Status: No Status Recorded

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## Amendments

## Adverse Events

Event Date	Status
No Adverse Events Found.	

## Deviations

Status	Deviations File/Comments	Submitted By
No Deviations Found		

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**MEMORANDUM OF UNDERSTANDING & DATA SHARING AGREEMENT NO. 52073A###**

**Between  
Mathematica Inc.  
And**

**[Network Partner] LEAP Innovations**

**Commented [KP1]:** In most cases, the "Network Partner" would include both the grantee and the district. We are happy to help customize this template to individual situations.

**1. BACKGROUND, STUDY DESIGN, AND LEGAL AUTHORITY**

- 1.1 This Memorandum of Understanding and Data Sharing Agreement ("Agreement") is entered into on the date last signed below ("Effective Date") by and between Mathematica Inc. ("Mathematica"), and its data-sharing partner The Learning Accelerator (TLA) (collectively "Researchers"), and LEAP Innovations ("Network Partner"), each a "Party" and collectively, the "Parties") ("Effective Date").
- 1.2 Mathematica is a nonpartisan policy research and program evaluation firm that is principally engaged in the performance of social science experiments and analysis of current socioeconomic public policy. The services offered by Mathematica to federal agencies, state and local governments, private foundations and other not-for-profit entities, and commercial clients include social policy research and survey research design, data collection and analysis.
- 1.3 TLA is a national nonprofit organization that works to create equitable access to, accelerated adoption of, and system-level learning about innovative learning strategies and models. In addition to offering implementation resources for educators, TLA creates and openly offers research & thought-leadership, networks, and tools & programs. Through research and investigation, documentation and publication, connection, collaboration and the building of coalitions, TLA helps school systems improve and offer expertise in areas including emerging technologies, school models, and systems of support.
- 1.4 Under a contract with TLA (the "Network Evaluation Contract"), Mathematica will conduct an evaluation of the Exponential Learning Initiative. This initiative aims to expand the adoption of virtually-supported, evidence-based innovations that accelerate learning from within the instructional core to meaningfully improve learning outcomes for students and create sustainable, durable change. Working with various strategy providers (the "Network" or "Network Partner(s)"), including Network Partner herein, Mathematica will conduct a mixed-methods study to assess the implementation, scaling, and impacts of the networks' innovations (the "Study"). The Study will explore the effects of the strategies and conditions associated with successful scaling and academic outcomes for students enrolled in the Study. Data collection may include conducting interviews or focus groups, administering surveys, collecting administrative and academic benchmark data from the Study's Network Partners, and analyzing and reporting findings ("Study Data").
- 1.5 The data collection activities and data sharing to be conducted in connection with the Study are described in **Appendix A** ("Study Data Collection") annexed hereto and incorporated herein by reference.
- 1.6 The Study constitutes a legitimate educational interest under 34 CFR 99.31(a) for the collection, use and sharing of the data described herein by the Network Partner and Researchers.



## **2. DESCRIPTION OF DATA EXCHANGE AND DATA USE**

- 2.1 Network Partner agrees to the data collection and sharing activities described herein and in **Appendix A** hereto, "Study Data Collection".
- 2.2 Except as otherwise provided herein, Researchers may not disclose the Study Data to any third party for any reason without prior written consent from the Network Partner. Notwithstanding the foregoing, Researchers may:
  - 2.2.1 Utilize and share Study Data with and among each other and their subcontractors, consultants and/or agents, provided that (i) each Researcher and/or subcontractor, consultant and/or agent agrees in writing to be bound by substantially the same terms and conditions that apply to the Parties through this Agreement, including but not limited to the obligation to comply with applicable provisions of FERPA and the prohibition on re-disclosure of any student data, and (ii) Mathematica and/or TLA will provide a list of such Researchers and/or subcontractor, consultant and/or agent to Site upon request.
  - 2.2.2 Disclose Study Data if required by law.

## **3. DATA PRIVACY AND SECURITY**

- 3.1 Researchers will implement reasonable administrative, technical, physical, and organizational safeguards to protect the security, confidentiality, integrity, and availability of Study Data that are consistent with prevailing industry best security practices and any security measures that are required by applicable privacy and security Laws, including (i) all applicable U.S. federal (including FERPA), state, and local laws, rules, regulations, directives and governmental requirements currently in effect and as they become effective relating in any way to privacy, confidentiality, security, or breach notification of personally identifiable information ("PII"), and (ii) all applicable industry standards concerning privacy, data protection, confidentiality or information security. Without limiting the generality of the foregoing, Researchers will implement at least the following minimum security safeguards:
  - 3.1.1 Access to Study Data is restricted to Researchers' employees, agents and subcontractors who need such access for purposes of the Study;
  - 3.1.2 All Study Data are stored on computer and storage facilities that (a) are maintained within Researchers' and/or their agents' or subcontractors' computer networks, (b) are behind appropriate firewalls, and (c) implement appropriate intrusion detection/intrusion prevention technology;
  - 3.1.3 Access to computer applications and Study Data are managed through appropriate user ID/password procedures;
  - 3.1.4 Researchers will use encryption technology consistent with the highest level of Advanced Encryption Standards (AES) to transmit Study Data (including but not limited to any transmission to or from agents or subcontractors);
  - 3.1.5 Ensure restricted access to any facilities where Study Data may be stored or transmitted, which includes locked rooms with access via security cards;
  - 3.1.6 Ensure auditable controls exist to validate Study Data transmission, usage, and safeguards required herein.

### **3.2 BREACH NOTIFICATION OBLIGATIONS**

Researchers will notify the Network Partner upon confirmation of any unauthorized use or disclosure of Study Data involving PII and will cooperate with the Site in every reasonable way to regain control of such data and mitigate the consequences of its disclosure and preventing its further unauthorized use.

#### 4. TERM AND TERMINATION

- 4.1 **Term.** Unless otherwise terminated as provided herein or extended in a writing by the Parties' respective authorized representatives, this Agreement will commence on the Effective Date and, will continue until completion of the Study, including the completion of all analyses and/or Mathematica's obligations to TLA under their separate Network Evaluation Contract or otherwise, and the issuance of all reports, which is anticipated to occur in or around October 31, 2025.
- 4.2 **Termination.** A Party may terminate this Agreement immediately if
- 4.2.1 after thirty (30) days from service of notice on the other Party of that Party's breach of its obligations under this Agreement, the breaching Party has failed to cure the alleged breach; or
- 4.2.2 the Network Evaluation Contract is terminated for any reason, in which case, the Network Partner will (i) be compensated for tasks completed before service of notice of termination under Section 4.2.1, and (ii) be reimbursed for the actual, necessary, and reasonable costs it incurred for any tasks not fully completed before service of notice of termination under Section 4.2.1.
- 4.3 Network Partner may terminate this Agreement immediately upon confirmation of noncompliance with any applicable federal or state laws, rules, or regulations, or upon determination that Study Data have been released by Researchers in a manner inconsistent with this Agreement.

#### 5. NOTICES/CONTACT PERSONS

- 5.1 Each Party hereby designates the below listed individuals within its organization as its point(s) of contact responsible for managing performance of the Party's necessary functions and responsibilities under this Agreement.

##### 5.1.2 For Mathematica:

For Study Issues:	For Agreement/Administrative Issues:
Kate Place Senior Researcher Mathematica Inc. 955 Massachusetts Avenue, Suite 801 Cambridge, MA 02139 617-583-1941 (P) <a href="mailto:kplace@mathematica-mpr.com">kplace@mathematica-mpr.com</a>	Susan Boudreau Vice President & Deputy General Counsel Mathematica Inc. 600 Alexander Park Princeton, NJ 08540 609-297-4536 (P) <a href="mailto:sboudreau@mathematica-mpr.com">sboudreau@mathematica-mpr.com</a>

##### 5.1.2 For Site :

For Study Issues:	For Agreement/Administrative Issues:

**Commented [BW2]:** Request for partner: Include your primary points of contact for both (1) the study itself and (2) agreement/administrative issues

- 5.2 **Notices.** All notices required under this Agreement will be in writing and will be deemed given when delivered by hand; sent by courier or other express mail service, postage prepaid; or transmitted by facsimile or email, with proof of delivery, addressed to individuals identified in Section 5.1 above. The designation of individuals for receipt of notices may be changed by written notice of a Party.

6. **COMPENSATION.** There will be no monetary compensation paid by either Party to the other under this Agreement.
7. **PUBLICATIONS AND REPORTS.** Researchers have the right, consistent with scientific standards, to publish, present, or use the Study Data and results, but only if the publication, presentation or use does not permit personal identification of individuals.
8. **INSTITUTIONAL REVIEW BOARD APPROVAL.** If the Study requires Institutional Review Board (IRB) approval, Researchers will obtain approval and provide documentation of such approval to the Network Partner upon request.
9. **RELATIONSHIP OF THE PARTIES.** Each Party's relationship to the other Party under this Agreement is that of an independent contractor and no Party will be considered to be an agent, joint venture, employee, or partner of the other Party. Each Party will be solely and entirely responsible for the acts of its agents, subcontractors, and employees. Nothing herein will be construed to create an employer/employee relationship between the Parties or between one Party and the employees or contractors of any other Party. No Party, or its employees, agents, or subcontractors, will be eligible for any employee benefits programs of any other Party, nor will they have any claim under this Agreement or otherwise against any other Party for vacation pay, sick leave, retirement benefits, Social Security, Workers' Compensation, disability or unemployment benefits, or any other employee benefits of any kind.
10. **INDEMNIFICATION.** Each Party agrees to be liable for its own conduct in connection with this Agreement and to indemnify the other Party against any and all losses related to material breaches of this Agreement. In the event that loss or damage results from the conduct of more than one Party, each Party agrees to be responsible for its own proportionate share of the claimant's total damages under applicable state laws. Each Party agrees to indemnify, defend and hold harmless the other Party and their directors, officers, subcontractors, workforce members, affiliates, agents, and representatives from and against any and all liabilities, costs, claims, suits, actions, proceedings, demands, losses and liabilities of any kind (including court costs, expenses and reasonable attorneys' fees) brought by a third party, arising from or relating to the negligent acts or omissions of the indemnifying Party or any of its directors, officers, subcontractors, workforce members, affiliates, agents, and representatives in connection with that indemnifying Party's performance under this Agreement, without regard to any limitation or exclusion of damages provision otherwise set forth in the Agreement. This Section shall survive the termination of this Agreement.
11. **ENTIRE AGREEMENT; MODIFICATIONS.** This Agreement, including Appendix A, supersedes all previous oral and written agreements and contains the complete agreement of the Parties regarding the subject matter hereof, and cannot be changed or amended except by written agreement executed by the Parties hereto, except that programmatic issues (for example, minor changes in scheduling, data elements) may be modified via email notification under Section 5 above unless a Party requests a formal written amendment to this Agreement executed by the Parties' respective authorized representatives.
12. **ASSIGNMENT.** This Agreement may not be assigned by any Party without the express written consent of all other Parties.
13. **WAIVER.** The waiver or non-enforcement by any Party of a breach of any provision of this Agreement will not be construed as a waiver of a subsequent breach of the same or any other provision of this Agreement. The delay or failure of a Party to exercise any right or remedy under this Agreement will

not constitute a waiver by the of any breach of this MOU. Any waiver of any breach under this MOU must be in writing.

- 14. **SEVERABILITY.** If any provision of this Agreement is held invalid by a court of law, the remainder of this Agreement will not be affected thereby if such remainder would then continue to conform to the laws of the State.
- 15. **COUNTERPARTS; ELECTRONIC SIGNATURES.** This Agreement may be executed in facsimile or PDF format in one or more counterparts, each of which will be an original, but all of which will together constitute one and the same instrument.

In witness whereof, the Parties, through their authorized representative(s), have executed this Agreement on the dates indicated below.

<b>MATHEMATICA INC.</b>  By (Signature): _____ Print Name: Paula Conner Title: Sr. Director, Contract Administration Date: _____	<b>[Network Partner] LEAP Innovations</b>  By (Signature): _____ Print Name: _____ Title: _____ Date: _____
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**Commented [BW3]:** Request for partner: The person authorized to execute this agreement should complete this.

**Appendix A**  
**to**  
**MEMORANDUM OF UNDERSTANDING AND DATA SHARING AGREEMENT**  
**Between Mathematica and [Network Partner] LEAP Innovations**

**Study Data Collection**

1. This Appendix A is an integral part of and is incorporated into the Memorandum of Understanding and Data Sharing Agreement (“Agreement”) to which it is attached. Terms used herein shall have the definitions provided in the Agreement unless specifically indicated otherwise. Should there be a conflict between a term or provision of the Agreement and this Appendix A regarding the same subject matter, this Appendix A shall govern.
2. **Study Goals:** The goals of the Study are to understand:
  - a) how network innovations are scaling,
  - b) whether the network innovations are improving student outcomes, and
  - c) the conditions that support the successful scaling and adoption of network innovations

3. **Study Approach:** Mathematica will conduct this Study during the 2024-25 school year.

- 3.1 **2024-25 school year:** During the 2024-25 school year, Researchers will conduct a mixed-methods study to learn about the effects of the Network Partners’ strategies, related practices and conditions associated with scaling, and outcomes for students engaged with the Network.

Network Partners’ staff, students, teachers, and administrators will be the focus of the Study “Study Participants”). During the 2024-25 School Year, Study Participants may be asked to complete surveys, engage in interviews or focus groups, and/or share documents. It is Researchers’ intent to minimize the requirements placed on Study Participants. Mathematica may also identify non-participating students to provide data for matched comparison.

In addition, Researchers intend to collect administrative data such as benchmark assessments and/or student background data (as more particularly described in Section 6.3 below).

4. **Participants:** In the 2024-25 school year, Study Participants will include Network Partners’ staff, students, teachers, and administrators from the Network who have consented to participate in the Study.
5. **Outcomes:** The outcome of the Study is to provide evidence and articulate how virtually-supported, evidence-based innovations are scaling, the outcomes that they are producing, and the conditions necessary to support effective implementation and continued adoption.
6. **Data Collection and Reports:** The Study will include the following data collection activities during the 2024-25 school year:
  - 6.1 **Student Consent:** With assistance from Network Partners and associated staff, Mathematica will attempt to obtain consent for all students engaged with the Network during the 2024-25 school year. Should an independent review board (IRB) find that “passive consent” or “opt-out” consent procedure is allowed and may be used in this Study, Mathematica will attempt to obtain “passive consent(s)” from the parent(s) or guardian(s) of students engaged with Network Partners. Since the students will be younger than 18 years old, Mathematica will obtain passive consent from those

students' parent or guardian. Mathematica will provide a template for participating Network Partners to send a message (via email, text, or paper) to the parents or guardians of all students engaged with the Network. This message will include details on the Study and a method (electronic or paper) for parents and guardians to indicate if they decline to consent for their child to participate in the Study. If they decline consent on the electronic consent form, parents and guardians will be emailed a copy of their responses to the passive consent form as receipt of their refusal of consent. The consent statement provides assurances that the Researchers will protect the privacy of respondents to the fullest extent possible under the law, that respondents' participation is voluntary, and that they may withdraw their consent at any time without any negative consequences.

6.2 **Instructor Participation.** Mathematica also will obtain informed consent from all participating teachers/administrators/Network staff for their participation in focus groups/interviews/surveys. They will be informed that their participation is completely voluntary and that their data will be kept confidential.

6.3 **Network Administrative Data:** Mathematica may request from Network Partners and will share with TLA the following types of student-level information for participating students in 2024-25:

- Student ID
- Race/ethnicity
- Free or reduced-price lunch status
- Special education status (e.g., receipt of Individualized Education Program)
- Grade level
- English Language Proficiency
- Benchmark data (e.g., i-Ready, NWEA MAP, PSAT/SAT/ACT)
- Attendance rates
- Graduation rates
- Other relevant program or administrative data collected by Network

6.4 **Implementation Data.** Mathematica will work with Network Partners to identify and specify data related to practices and strategies associated with implementation, impact, and conditions for scaling. Types of data may include systems data related to students' participation / level the Network Partner's virtually-supported platforms, dosage that students receive, any relevant reports, any documentation on how the innovation might have been adapted during implementation, etc.

6.5 **Publications, Reports and Resources.** Results from the Study may be published by Researchers in publicly accessible reports or as publicly available strategy resources but only if the publication does not permit personal identification of persons, students, their parents, or personnel other than authorized representatives of Researchers. In order to protect the confidentiality of previously identified confidential information disclosed to Researchers, Researchers agree to provide Network Partner any proposed publications or presentations which are to make public any findings, data, or results of the Study for Network Partner's review that refer to Network Provider by name.

## 7. **Data Sharing:**

7.1 Using a secure file transfer protocol, either Mathematica and/or the Network Partners will share data collected under this Agreement with TLA. Otherwise, Study Data provided by the Network Partner will not be shared with third parties without the consent of Network Partner.

8. **Network Partner's Responsibilities.** Network Partner will:

- 8.1 Cooperate with Researchers with regard to facilitating contact with the appropriate individual(s) to identify Network staff, students, and instructors to participate in the Study and providing information for coordinating consent and data collection.
- 8.2 Assist with the collection of student consent for students engaged with the Network.
- 8.3 Assist with the data collection activities listed, such as coordinating online survey administration, identifying participants for focus groups or interviews, facilitating district administrative data collection, and providing program data.



42 W. Madison | 2<sup>nd</sup> Floor | Chicago, IL 60602  
Telephone: (773) 553-4444  
Fax: (773) 553-2421

11/15/2024

Breyon Williams, Doctor of Philosophy

Dear Dr. Williams,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your proposal and has approved your request to conduct this research, including the submitted modifications dated 11/15/2024 to your research project, titled: Accelerating Adoption Network Evaluation: LEAP Innovations' LEAP Learning Initiative Customized Pilot Network Program.

Although your study is approved, school principals have final authority over activities that are allowed to take place in the school. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form which can be found on IRBManager.

Please note the following--

Background Check Level Required: No Background Check

Other Notes:

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project ID #2024-1984. If you have any questions, please contact our office by email at [research@cps.edu](mailto:research@cps.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Dickson".

Sarah Dickson  
Co-Chair, Research Review Board