New RRB Submission

Data Entry
- Submitted 09/30/2024 12:49 PM ET by McKeown, Jessica Ph.D.

Submission Type

RRB Number	2024-1974
Study Title	2024-2025 Study of Implementation and Efficacy of Achieve in AP Classes
Event Type	New Submission defined 07/24/2024
Schools Participating	609726 - Gwendolyn Brooks College Preparatory Academy HS

SUBMISSSION 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

McKeown, Jessica Ph.D.

Email: jessica.mckeown@macmillan.com   **Mobile:** (508) 367-8577

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

2024-2025 Study of Implementation and Efficacy of Achieve in AP Classes

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

No

Primary Study Organization/University

Macmillan Learning/Bedford, Freeman & Worth

Principal Investigator

McKeown, Jessica Ph.D.

Expirations: **Background Check Level:**

PI Organization
Macmillan Learning/Bedford, Freeman & Worth

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?

No

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

Gwendolyn Brooks College Preparatory Academy HS

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.)?

> I'll conduct an interview with Catherine Yackee during the middle of the school year for one 45-minute call via Google Meet. I will not have any in-person or virtual meetings with students.
>
> 06/27/2024 • McKeown, Jessica Ph.D. • *Not* Internal

Yes

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 review CPS's Acceptable Use of Technology Guidance (AUP)

✔

Questions about eligibility or appropriate use of communication channels should be directed to the school principal or CPS External Research department. Only CPS-approved communication channels may be used.

Please be aware that virtual interviews involving students may only be conducted via Google Meets. A CPS Staff member must be present for the entire duration of the interview. For more information on CPS' Acceptable Use of Technology policies, 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:

Interviews
Questionnaire

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

Only the teacher will be interviewed. The interview will take place halfway through the school year and will be conducted online via Google Meet. I will conduct the interview, which generally takes about 30-45 minutes to complete.

Does this involve video, audio, or photograph recording?
No

Please describe how data will be captured and stored securely
I will take notes during the interview, and the notes will be stored in a Google Drive folder that only I (as the principal investigator) will have access to.

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

Teacher interview questions   Interview Protocols

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

Each participating teacher will be asked to send home a parental consent document for each student in their class(es). The parental consent document can be signed digitally (through a link to the digital informed consent in Alchemer) or via paper. If parents choose to sign the form via paper, the document will need to be scanned by the parent or teacher and emailed to the principal investigator.

Student pre-survey. Within the first two weeks of the year, students will be asked to complete a survey that captures information on self-reported:
● basic demographics (language spoken at home, optional question on student race/ethnicity),
● experience, perception, and level of comfort using digital learning tool,
● perception of specific discipline course,
● motivation,
● and classroom activity challenges.

Teacher pre-survey. Within the first two weeks of the semester, teachers will be asked to complete a survey that captures information on:
● background and experience teaching in high school and the specific discipline course,
● time spent preparing for class instruction,
● experience with, comfort using, and perception of digital learning tools,
● current challenges with classroom activities,
● expected implementation of the platform and other digital learning tools in use,
● and their expectations of the platform.

Teacher bi-weekly log. Every other Friday teachers will be asked to complete a bi-weekly log asking them to document that week's:
● implementation of the platform,
● their perception of the platform (i.e., satisfaction),
● their perception of ease of use,
● and any benefits or challenges they experienced when using the tool.

Student Post-Survey. In the last two weeks of the semester, students will be asked to complete a survey that asks five sets of items parallel to the pre-survey around:
● perception of and comfort with technology,
● perception of the platform (i.e., satisfaction, ease of use),
● perception of and comfort with the discipline course being studied,
● and motivation.
The post-survey will also ask about perception of the course and specifically about the hypothesized value propositions of the digital learning tool used.

Teacher Post-Survey. In the last two weeks of the semester, teachers will be asked to complete a survey that asks three sets of items parallel to the pre-survey around perception of, and comfort with digital learning tools, and time taken to prepare for the class being studied. Teachers will also be asked a parallel set of questions about challenges experienced in this course, as well as, their perception of the platform and their perception of the impact it has on class performance. Finally, teachers will be asked what the actual implementation in their class looked like.

Please describe how data will be captured and stored securely
The student and instructor questionnaires will be administered via Alchemer.com (formerly SurveyGizmo) through the principal investigator's account. Only the principal investigator has access to this SurveyGizmo account. The principal investigator will transfer the data into a password-protected Excel spreadsheet and load it into the Master Drive folder. Once all data files are in the Master Drive folder, the principal investigator will link the files using the student name as the identifier. The linking process will create a master database. Once the master database is complete, a random ID will be assigned to each case using the SPSS random number generator. Once the ID's are assigned, the student names will be removed from the master database. This database will be the final analytic database that will be used for all analyses. All previous databases with identifying information will be destroyed.

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

Study consent forms	Consent Forms
Study consent forms	Consent Forms
Study consent forms	Consent Forms
Teacher and student surveys	Surveys
Teacher and student surveys	Surveys
Teacher and student surveys	Surveys
Teacher and student surveys	Surveys
Teacher and student surveys	Surveys

Detail the method of Survey Administration (e.g. paper, online, etc.)
Surveys will be administered online via Alchemer.com and can only be accessed by the principal investigator.

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

No

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

No

Study Details

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

Students
Teachers

Will any of these students be under the age of 18?
Yes

Please be aware that the inclusion of study subjects younger than 18 requires active, written consent from the parent(s) or guardian(s). The consent form needs to explicitly inform parents of their rights to review all materials used with their children as provided for in the Protection of Pupils Rights Act. Please ensure you have added the following statement to your consent form(s) verbatim, with the appropriate personalization for your study:

"Parents please be aware that under the Protection of Pupils Right Act 20 U.S.C. Section 1232 (c)(1)(A), you have the right to review a copy of the questions asked of or materials that will be used with your students. If you would like to do so, you should contact [INSERT APPROPRIATE CONTACT] at XXX-XXXX to obtain a copy of the questions or materials."

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

Yes, and it was deemed exempt

IRB of Record Name
Human Resources Research Organization

IRB Protocol Number
NA

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

 IRB Memo   IRB Letters

IRB of Record Primary Contact Email Address
pramsberger@humrro.org

Please select your primary area of research from the following:

General Curriculum and Instruction

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.

Evaluation Study Design

This study will evaluate the implementation of the new platform across three disciplines; Biology, Human Geography, and Language and Composition. Eight teachers per discipline will be recruited to participate in the study. Ideally, the teachers will be in different districts to provide demographic and geographic representation. Achieve has been tested and refined for the Higher Education space. Insights gleaned from this study will be used to identify implementation trends for High School teachers, to test impact of the platform on student outcomes, to optimize the experience for High School, and to validate assumptions about the platform learning model.

Study Sample

This study will attempt to recruit 24 teachers (8 per discipline) and 600 students from different schools and districts. Potential teachers will be sent an email introducing the study, and asking them to complete an interest survey if they would like to learn more. Once a teacher completes an interest survey, a product demonstration of the platform and research overview session will be scheduled. During that session, teachers will watch a brief demonstration of the platform in beta form and learn about the study goals, responsibilities, and benefits. If instructors are interested in participating, they will be asked to complete an informed consent document. The Macmillan/BFW research team will also apply for IRB at their district.

Each participating teacher will be asked to send home a parental consent document for each student in their class(es). The parental consent document can be signed digitally (through a link to the digital informed consent in Alchemer) or via paper. If parents choose to sign the form via paper, the document will need to be scanned by the parent and emailed to the principal investigator. The parental consent document will need to be signed to collect class grades and AP scores from students, as well as to invite students to complete two surveys about their perceptions of the platform. Participation in the study and any data collection event is completely voluntary and there is no penalty for students that do not participate.

The final sample size will be dependent on the number of teachers and students that volunteer to participate in the study. Our goal with the final sample will be to engage with teachers and students from different educational segments (size and type of district, demographics of district and schools, demographics of teacher and student sample) and teacher user segment (acceptance of technology, experience with digital products, experience teaching) to understand more generally how teachers and students are using and experiencing the platform.

Active Informed Consent

District consent. Prior to beginning the study we will apply for IRB with each participating district/school.

Teacher informed consent. All teachers will provide active informed consent.

Student & Parent informed consent. All students will be required to have their parent or legal guardian complete a parental permission form in order to participate.

Data Analyses

Data analysis techniques for this study will include descriptive and correlational analyses. Descriptive methods will be used to describe program implementation and teacher/student perceptions of the program. Correlations will be used to examine the relationship between program implementation and student learning, student engagement in the platform, and student satisfaction with the course. Data will be disaggregated by use case and educational environment to look at trends in outcomes by use case and environment. Assignment, course, and assessment grades will be used to measure learning outcomes.

Risks and Benefits of Participation

There are no reasonable foreseeable (or expected) risks associated with participating in this study.

The benefits of participation include;

- Use of the platform and e-book for the 2024-25 school year free of charge,
- The ability to contribute to the academic research on educational technology tools,
- A $750 honorarium for the teacher for time spent completing the bi-weekly logs and interview ($375 paid at mid-year and $375 at end of school year),
- $300 in Amazon gift cards (the teacher will receive half at the beginning of the school year and half at the mid-way point),
- A complete report of the findings

Study Logistics

A final technical report will be released approximately three months after the last data collection point. The technical report will be shared with each participating district, along with the Macmillan/BFW product and program teams. The technical report will not have any identifying information and data will be reported at the aggregate. Participating teachers will have the option of receiving a report and the data specific to their course, called Educator Studies. The educator study will be a two-page, summary report of teacher implementation, relationship of platform usage to student course performance, and student survey

results. This report will also not include any identifiable information.

Teachers and students may withdraw from the study at any time until the last day of the semester. Withdrawing from the study will not affect your relationship with the Investigators or BFW/Macmillan Learning. Deciding not to participate will not adversely affect any future benefits that you might realize from Macmillan Learning. If a teacher or student chooses to withdraw from the study, simply email Jessica McKeown, Ph.D., Research Scientist at Jessica.McKeown@macmillan.com with the decision.

Research Questions and Hypothesis

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

Research Questions

1. How is AP student platform usage related to student learning (class grade) and student completion of their class?
2. How is the platform being used within and across schools and districts?
3. What are the motivations for instructors' implementation of the platform and how are they related to student performance?
4. What are teacher and student perceptions of the platform?
5. Are teachers satisfied with the functionality and resources available in the platform?

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?

This study builds upon the research on educational technology in Advanced Placement classrooms and its' efficacy in improving student learning outcomes.

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.)

Data Collection Methodology

Quantitative and qualitative data will be collected from teachers and students over the course of the school year at various time points.

Student pre-survey. Within the first two weeks of the year, students will be asked to complete a survey that captures information on self-reported:

● basic demographics (language spoken at home, optional question on student race/ethnicity),

● experience, perception, and level of comfort using digital learning tools,

● perception of specific discipline course,

● motivation,

● and classroom activity challenges.

Teacher pre-survey. Within the first two weeks of the school year, teachers will be asked to complete a survey that captures information on:

● background and experience teaching in high school and the specific discipline course,

● time spent preparing for class instruction,

● experience with, comfort using, and perception of digital learning tools,

● current challenges with classroom activities,

● expected implementation of the platform and other digital learning tools in use,

● and their expectations of the platform.

Teacher bi-weekly log. Every other Friday teachers will be asked to complete a bi-weekly log asking them to document the prior two week's:

● implementation of the platform,

● their perception of the platform (i.e., satisfaction),

● their perception of ease of use,

● and any benefits or challenges they experienced when using the tool.

Teacher interviews. Each teacher will be interviewed once, around the mid-year point. Interview questions will include probes about implementation, perception of effectiveness, and probes specific to that teacher based on responses to his or her baseline survey.

Student Post-Survey. In the last two weeks of the semester, students will be asked to complete a survey that asks five sets of items parallel to the pre-survey around:

- perception of and comfort with technology,

- perception of the platform (i.e., satisfaction, ease of use),

- perception of and comfort with the discipline course being studied,

- and motivation.

The post-survey will also ask about perception of the course and specifically about the hypothesized value propositions of the digital learning tool used.

Teacher Post-Survey. In the last two weeks of the semester, teachers will be asked to complete a survey that asks three sets of items parallel to the pre-survey around perception of, and comfort with digital learning tools, and time taken to prepare for the class being studied. Teachers will also be asked a parallel set of questions about challenges experienced in this course, as well as, their perception of the platform and their perception of the impact it has on class performance. Finally, teachers will be asked what the actual implementation in their class looked like.

Platform data. Data will be extracted from the platform being tested to examine tool implementation, usage, and granular performance ***for consenting students only***.

Student records. Teachers will be asked to provide student records of academic performance on in-class assessments and course grades ***for consenting students only***.

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.

Data Analyses

Data analysis techniques for this study will include descriptive and correlational analyses. Descriptive methods will be used to describe program implementation and teacher/student perceptions of the program. Correlations will be used to examine the relationship between program implementation and student learning, student engagement in the platform, and student satisfaction with the course. Data will be disaggregated by use case and educational environment to look at trends in outcomes by use case and environment. Assignment, course, and assessment grades will be used to measure learning outcomes.

Benefits and Commitment to Equity

Benefit to CPS

Which (if any) CPS vision goals does your research support?
50% of students will meet college readiness benchmarks on the SAT.

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

Please describe how your project supports each of the Vision Goals selected above.
Achieve and the resources within it (the ebook, instructional resources, assignments, and assessments) are designed to prepare students for the Advanced Placement exam. This exam measures student learning on a specific topic (in this instance, Human Geography) and allows students to earn college credit for passing scores. This should have a direct correlation with college readiness as measured by the SAT.

Which (if any) of the CPS core values does your research support?
Academic Excellence
Equity
Student Centered

Please describe how your project supports each of the core values selected above.
This research supports the core values of academic excellence and equity and is student-centered. The Achieve platform and the resources for the Hildebrant Human Geography curriculum promotes academic rigor via AP exam practice with automatic, error-specific feedback and question-embedded multimedia. It promotes equity by giving students options to listen to the ebook, use a ebook font that is designed for students with dyslexia, the option to download the ebook for offline use, and multiple ways for students to interact with the content (e.g., videos, exam practice, and explanations for scores). The platform also contains our Goal-Setting & Reflection surveys, which are designed to supports students' self-regulated learning and metacognitive skills.

How does this project support the district broadly?
This project will support the district by providing efficacy evidence for a curriculum that is already used by the district (Hildebrant, Human Geography for the AP® Course, published by BFW).

Commitment to Equity

In what ways does this project reflect/challenge/progress the district's commitment to equity?
It promotes equity by giving students options to listen to the ebook and use a ebook font that is designed for students with dyslexia, supporting students with IEPs.

Students also have the option to download the ebook for offline use, which helps students with spotty wifi connections to study at home.

There are also multiple ways for students to interact with the content (e.g., videos with questions embedded, exam practice, and explanations for scores), to better suit their learning preferences.

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?

How are your research activities accessible to individuals with disabilities?
The platform is designed to support the needs of students with IEPs and the surveys have a read-aloud function.

Are your research activities translated into languages other than English as appropriate for the community?
Yes, surveys are available in Spanish and can be translated to other languages as needed.

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

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?
An educator report with our analyses and findings (specific to this class) will be shared with the teacher, the principal, and the district within three months of the completion of the study.

Research Activities

Start Date of Recruitment

09/02/2024

End Date of Recruitment
10/31/2024

Please provide the date that you will begin primary data collection

09/02/2024

Please provide the end date of primary data collection
06/02/2025

Please provide the date that you will begin analysis

07/03/2025

Please provide the end date of analysis
10/03/2025

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

10/03/2025

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

This will be a 2-3 page report that is specific to the learning outcomes (grades) in this class.

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
Yes, it is tied to a curriculum

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

Please list the contact information for internal CPS supporter.
NA

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
This study aims to discover how the Achieve platform and its resources are used by the teacher in and outside of the classroom.

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?

No

RRB Protocol Number
2024-1974

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

Study Subject Inclusion Criteria

One teacher, Catherine Yackee, has expressed her desire to participate in the study. The students in her AP Human Geography class(es) will be invited to participate. Student participation is optional.

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

None; the only criteria is to use the curriculum within Achieve.

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

Benefits include free use of the Achieve platform, the Hildbrant text for AP Human Geography, and the teacher will receive a small stipend (two payments of $375 for the completion of the biweekly implementation survey).

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

None

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

NA

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

If the processes produces stress or distress in subjects, they will be asked to consider withdrawing from the study.

Will you compensate study subjects?

Yes

Detail the proposed compensation (monetary and/or non-monetary) for each research procedure and population
Participating teachers will receive two $375 stipends (in the first and second half of the school year) and $350 in Amazon gift cards for classroom use.

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.
Participating teachers will be asked to complete a document in order to receive compensation.

Describe the compensation schedule for participants that withdraw from the research or that are withdrawn from the research by the study team.
Teachers who withdraw from the study can keep any compensation they have received for study purposes.

Study Recruitment

Outline every aspect of the recruitment process for students.

Each participating teacher will be asked to send home a parental consent document for each student in their class(es). The parental consent document can be signed digitally (through a link to the digital informed consent in Alchemer) or via paper. If parents choose to sign the form via paper, the document will need to be scanned by the parent and emailed to the principal investigator. The parental consent document will need to be signed to collect class grades and AP scores from students, as well as to invite students to complete two surveys about their perceptions of the platform. Participation in the study and any data collection event is completely voluntary.

Outline every aspect of the recruitment process for teacher participants.

Teachers who have sampled or adopted our curriculum but do not yet use the Achieve platform will be sent an interest survey to see if they would like to participate. Human Geography teachers who complete the survey are asked to join a short video call with me to show them the platform and discuss the study.

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).

CPS Parent Informed Consent and Student Assent.docx   Consent Forms

Identify study team members who will recruit subjects.

Jessica McKeown (PI)

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

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

| District and School Consent form | Support Letters | *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.

Subject privacy will be protect during the study; all prospective teacher participants will be contacted by the PI and information will remain private (internally to BFW and externally).

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

Data Handling and Storage
The data will initially be identifiable only to match data sources. All data will be handled appropriately and stored securely per Macmillan/BFW data security and handling policies. The platform data will be extracted by a system administrator for students that have consented to participate in the study. The data will be placed in a password protected Excel spreadsheet and uploaded to a Google Drive folder owned by the principal investigator (PI) and co-principal investigator (co-PI). Only the PI, co-PI, and system administrator will have access to the Drive folder. Once uploads are complete, the system administrator access will be removed. The data file will be transferred to the Master Google Drive folder where all data files are stored. Only the PI and co-PI will have access to this folder.
The student performance data will be shared by the instructor. Each teacher will be sent a list of the students who provided consent to have their class grade data shared with the research team. The teacher will be asked to place the student performance data, using the student name as the identifier, in a password protected Excel spreadsheet. The PI will create a separate Drive folder for each teacher and request that the instructor upload the Excel file to that Drive folder. The teacher will send the password for the spreadsheet to the PI in a separate email. The PI will then transfer the spreadsheet (within Drive) to the Master Drive folder.
The student and teacher survey data will be administered via SurveyGizmo through the PI's account. Only the PI has access to this SurveyGizmo account. The PI will transfer the data into a password protected Excel spreadsheet and load it into the Master Drive folder. Once all data files are in the Master Drive folder, the PI will link the files using the student name as the identifier. The linking process will create a master database. Once the master database is complete, a random ID will be assigned to each case by the PI. The random ID will be generated using SPSS random number generator. Once the ID's are assigned, the student names will be removed from the master database. This database will be the final analytic database that will be used for all analyses. All previous databases with identifying information will be destroyed. The only database remaining will be a de-identified database that will be used to complete the analyses and will be shared with the co-PI. Identifiable data will be destroyed such that the final analytics database can never be linked again.

How will you store participant data?

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

Describe the coding mechanism, indicate where links to codes will be stored, identify the individuals who will have access to coding keys or links, and clarify if codes will be deleted at a later date.
Once the data are linked, codes will replace identifiers using the first three characters of the teacher's last name and a randomized participant number.

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?

No

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

06/27/2024

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 #
2024-1974

Payment Confirmation Number
20000340

RRB Number

2024-1974

Ready for Review

Ready for Review

Type of Review

Full Board

Primary Reviewer
Kish, Jennifer

Review Due Date
09/17/2024

Comments for Reviewer
n/a

Supplementary Site Output
609726 - Gwendolyn Brooks College Preparatory Academy HS

School Contacts
Bea Jackson, Shannae

Email: sbjackson1@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

Primary Reviewer Recommendation

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Kish, Jennifer	Revise and Re-Submit	08/30/2024	09/17/2024	09/19/2024

> If this study was rejected, I don't think it would have a long-term impact on the district. If they resubmit and can do it in an unobstructive way, I think there is potential for a modest benefit, but I definitely don't think the district should invest a lot of time and resources into making this happen.

Reviewer Notes

If this study was rejected, I don't think it would have a long-term impact on the district. If they resubmit and can do it in an unobstructive way, I think there is potential for a modest benefit, but I definitely don't think the district should invest a lot of time and resources into making this happen.

Do not process this stage until after the board meeting

Post Board Determination

Re-Submit with Changes

Post Board Summary for Researcher
All of the below feedback is regarding the Consent and Assent procedures for CPS students and families:

Please provide explicit language regarding how participants can revoke consent.
--
Please provide a toll free phone number to call.
--
Consent forms should collect consent for primary data collection and secondary data separately e.g. a Checkbox to consent to surveys and a separate checkbox describing administrative data (including Achieve usage data) you are requesting. Please note that administrative records should be requested from the Central Office, and not collected directly from the teacher.
--
Please describe more clearly who will have access to the data and for how long (maximum of 5 years before data should be destroyed.)

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

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

All of the below feedback is regarding the Consent and Assent procedures for CPS students and families:

Please provide explicit language regarding how participants can revoke consent.
--
Please provide a toll free phone number to call.
--
Consent forms should collect consent for primary data collection and secondary data separately e.g. a Checkbox to consent to surveys and a separate checkbox describing administrative data (including Achieve usage data) you are requesting. Please note that administrative records should be requested from the Central Office, and not collected directly from the teacher.
--
Please describe more clearly who will have access to the data and for how long (maximum of 5 years before data should be destroyed.)

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

Re-submission Date

09/30/2024

Requested Revisions Completed?

Requested Revisions Completed

Administrative Comments

While the reviewer noted a large amount of concerns, in hindsight we realized that this whole project only involves one CPS teacher, and the remaining pieces of the project are not taking place in CPS. Therefore, the district burden was not as high as originally thought.

Administrative Determiniation

Approve

Approval Actions

Simple Approval

Approval Date
09/30/2024

Approval Period in Number of Months
12

Notes for Letter
No answer provided.

Background Check Determination

Reviewer Background Check Recommendation
Yes

Display Proposed Study Participants
Students
Teachers

Display Study Interventions
Interviews
Questionnaire

Display Study Contacts

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

Justification for Background Check
Background check completed by submitter.

This will appear in the "Other Notes" section of the letter received by the researcher. Please start this statement by identifying the level of background check required.

RRB

2024-1974

Study Title
2024-2025 Study of Implementation and Efficacy of Achieve in AP Classes

Principal Investigator
McKeown, Jessica Ph.D.

Email: jessica.mckeown@macmillan.com **Mobile:** (508) 367-8577

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#2024-1974-Jessica McKeown, Ph.D. 2024-09-30.docx	Determination Letter	09/30/2024	*This determination letter will be automatically attached to an email being sent to the principal investigator.*

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 07/24/2024

Output Background Check Level

Yes

Additional Attachments to Decision Email

No answer provided.

Notes for Determination Email

No answer provided.

Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
McKeown, Jessica Ph.D.	Principal Investigator	Missing

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

Background Check Level Justification
Background check completed by submitter.

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.

10/18/2024

Teacher Interview Questions

Teaching and Learning (15 - 20 minutes)

What teaching tasks does Achieve help you accomplish?
Tell me about a time Achieve made teaching easier for you?
- What happened? Why was it easier?

Tell me about a time Achieve made teaching more difficult for you?
- What happened? What would you change about Achieve given this difficulty?

Overall, what features in Achieve have made teaching easier for you?
- What features in Achieve are missing to better help you teach?

In what ways has Achieve helped your students learn?
- What is the biggest benefit of Achieve for students?

In what ways has Achieve made learning more difficult for students?
- What would you change about Achieve given this difficulty?

Overall, could you use Achieve as a full course solution?
- If yes, what aspects make this possible?
- If not, what aspects are missing to make it a full-course solution?

What advice would you share with a future instructor starting to use Achieve?

What are the biggest challenges you experience in your classroom?

What are the most important features for a digital tool to have?

Engagement

Tell me about a time you felt successful teaching this class
- What happened? Why did you succeed?

Tell me about a time when you struggled teaching this class
- What happened? Why did you struggle? What did you do to overcome that struggle?

Tell me about a time you felt your students were especially engaged in this class. (we're defining engagement as commitment and purposeful effort expended towards learning)
- What happened? What factors contributed to them being engaged?

Tell me about a time you felt your students were especially engaged while using Achieve
- What happened? What factors contributed to them being engaged?

DEI (5-8 minutes)

- Has there been a time you noticed that the Achieve materials were culturally inclusive and relevant?
  - If yes, please share examples. If not, what is missing? Please be as specific as possible.

Closure Questions (five minutes)

Are there any other additional features or other resources you would like to see in Achieve not discussed already?

Is there anything else you would like to share?

RESEARCH STUDY OF THE IMPLEMENTATION OF ACHIEVE

PRINCIPAL INVESTIGATORS: Marcy Baughman

Your minor student (or the minor student for whom you are the primary guardian) was invited to be a participant in this study because their Advanced Placement teacher has decided to use the Achieve digital platform in their class this year. Their teacher has agreed to participate in this study, but that does not mean that your student needs to agree to participate. Participation in this study is completely voluntary and optional.

Please read this form and ask any questions you have before agreeing to allow your minor student to participate in the study.

The purpose of this study is to understand how various components of the Achieve platform will be used by high school teachers and students, whether use of the platform is related to learner outcomes, and to understand how Macmillan Learning can better support instructors and students in their use of Achieve. The Achieve platform has been used in college courses for four years, and usage of Achieve has been associated with positive student outcomes such as improved course performance. Macmillan Learning hopes to learn whether this result is similar in Advanced Placement high school courses. Results of the study will be used for continual improvement of the platform, and to contribute to the broader research on educational technology tools.

By agreeing to participate in this study, the parent or guardian is agreeing to allow your student to: complete two surveys (10 - 12 minutes each). The surveys include demographic questions which ask for student ethnicity and English as first language status, questions to understand student perceptions of the Achieve program as well as questions about their study habits and practices utilized during the school year. The student is also permitting their teacher to share with us student course records; including, class attendance, exam grades, overall course grade, and will allow Macmillan Learning's Principal Investigator to use Achieve student usage and support data matched with survey responses for this study.

Risks of Being in the Study

- There are some risks associated with participating in the study. The transfer of student course records, including attendance and grade data, will be digitally transferred to the principal investigator with student names (first and last) attached and then de-identified at a later date. Every caution will be taken to transfer the data safely and securely, but as with all digital transmissions, there is always the risk of a data breach. This risk is unlikely but possible. Secure transmission of the data is beyond the remit of the institution, and will be the responsibility of the principal investigator. The principal investigator will notify students immediately if there is a data breach and will take every possible action to remedy the situation.

The data collected from students in this study will be kept strictly confidential. The Principal Investigators will be the only people with access to any personally identifiable information, they will strip student, teacher, school and district identifiers before sharing data with stakeholders for quality control of analytics. Results of the study will only be reported to stakeholders at the aggregate among all institutions that participate in this study. We will not publicly present any information that would make it possible to identify any of the students, instructors, or institutions that participated in this study.

You may decide not to allow your student to participate in this study now, or ask that they withdraw from the study at any time without affecting their performance in their course or their relationship with the Investigators or Macmillan Learning. If you choose to ask your student to withdraw from the study at anytime, simply email Marcy Baughman at marcy.baughman@macmillan.com with your decision and she will remove your student from the study and immediately destroy any data collected from your student.

Your (parent and/or guardian) signature below indicates that you have read and understood the information provided above and that you agree to allow your student to participate in the research study. **If you have any questions please direct them to Marcy Baughman, Director of Learning Science & Insights (marcy.baughman@macmillan.com) .**

Name of Minor Student (print):_____

Name of school: _____

Name of Parent or Guardian: _____

Signature of Parent/Guardian:_____

Date:_____

The student signature below indicates that the student provides assent to participate in the study and has read and understood the information provided and gives consent for their teacher to share their course grades and attendance records with the principal investigator.

Signature of Student: _____

Date: _____

RESEARCH STUDY OF THE IMPLEMENTATION OF ACHIEVE AT:

PRINCIPAL INVESTIGATOR: Marcy Baughman

This study has been reviewed and approved by a third-party Institutional Review Board, the Human Resources Research Organization.

You are agreeing to commit your district and school to participate in a study to improve instruction through understanding how Achieve is being used by Advanced Placement teachers and students in psychology, statistics, and literature and composition classes. We are interested in whether use of the program is related to learner outcomes and how Macmillan Learning can better support teachers and students in their use of Achieve. Results of the study will be used for continual improvement of Achieve, and to contribute to the broader research on educational technology tools.

By participating in this study, you agree to allow Macmillan Learning's Principal Investigator to use Achieve usage and support data, and record data provided by teachers matched with the survey responses for this study. *Data will only be collected from students with active parental/guardian consent.*

In addition, for this study, Macmillan will seek agreement from:
- Teachers who agree to use Achieve with students throughout the school year, complete two surveys (8-10 minutes each), complete a bi-weekly log (2-3 minutes), participate in two interviews (30 minutes), allow a researcher to observe one of their classes, and to share with us student records of their students *whose parent or guardian consented for their student to participate in this study*, including attendance and performance data.
- A parent and/or guardian of students enrolled in the Advanced Placement classes where their teacher agreed to participate in the study.
- Students will be asked to provide assent that they agree for their data to be collected and analyzed. Students will complete two surveys (5 - 10 minutes), and allow their teachers to share with us their records; including attendance and performance data.

Risks and Benefits of Being in the Study
- There are some risks associated with participating in the study. The transfer of student course records, including attendance and grade data, will be digitally transferred to the principal investigator with student names (first and last) attached and then de-identified at a later date. Every caution will be taken to transfer the data safely and securely, but as with all digital transmissions, there is always the risk of a data breach. This risk is unlikely but possible. Secure transmission of the data is beyond the remit of the institution, and will be the responsibility of the principal investigator. The principal investigator will notify students immediately if there is a data breach and will take every possible action to remedy the situation.
- The benefits of participation include the ability to contribute to the academic research on educational technology tools, free use of the platform, curriculum, and ebook, a complete report of the findings, and acknowledgement of the district and schools

participation in a publication if you choose. In addition a $750 honorarium for each participating teacher will be provided to the teacher. If an individual honorarium is not permitted by the school or district, upon request, all honorariums can be put into a general fund.

The study will be conducted in such a manner so as not to permit the personal identification of the participants other than by authorized Macmillan personnel, including the Principal Investigator. The Principal Investigator will strip all personal information from the data prior to sharing it with the Co-Principal Investigator for quality control of analytics. All personally identifiable information associated with the study will be destroyed when no longer needed for the purpose for which the study is conducted. Results of the study will only be reported at the aggregate among all districts and schools that participate in this study. We will not publicly present any information that would make it possible to identify any of the students, teachers, and districts that participated in this study.

Your signature below indicates your agreement to have your school and/or district participate in the research study. If you have any questions please direct them to Marcy Baughman, Executive Director of Learning Science & Insights at Marcy.Baughman@Macmillan.com

Name of District (print): _____

Name and Title of District Representative (print): _____

Signature of Representative: _____

Date: _____

Name of School (print): _____

Name and Title of School Representative (print): _____

Signature of Representative: _____

Date: _____

Signature of Principal Investigator _____

RESEARCH STUDY OF THE IMPLEMENTATION OF NEW BFW PLATFORM AT:

PRINCIPAL INVESTIGATOR: Marcy Baughman

This study has been reviewed and awarded exempt status by a third-party Institutional Review Board, the Human Resources Research Organization.

You have been invited to be an instructor participant in the study because you agreed to use BFW's new platform as your core curriculum in your class this school-year.

Please read this form and ask any questions you have before agreeing to participate in the study.

The purpose of this study is to improve instruction through understanding how BFW's new platform for Advanced Placement (AP) courses is being used by instructors and students, whether use of the program is related to student outcomes, and to understand how BFW and Macmillan Learning can better support instructors and students in their use of the platform. Results of this study will be used for continual improvement of the program, and to contribute to the broader research on educational technology tools. The platform has been tested and refined with studies in other disciplines, but insights gleaned from this study will be used to optimize the platform experience for teachers and students, to validate assumptions, and to test hypotheses about outcomes.

By participating in this study, you agree to:

- use the platform with eBook with students as your primary curriculum throughout the school year or term,
- complete a pre-and post-implementation survey (10 - 15 minutes each),
- fill out an implementation log every other week (10 minutes),
- participate in two online interviews (45 minutes each)
- one in-person observation of instruction in compliance with state and local COVID guidelines. *If it is not feasible to conduct a classroom observation in-person, this data collection procedure will be eliminated.*
- ask your consenting students to complete a pre-and-post-implementation survey,
- share grade data & AP exam results for students who <u>consent to participate</u> in this study, including attendance and performance data, and
- allow BFW's Principal Investigator to use platform usage and support data matched with survey responses for this study.

Risks and Benefits of Being in the Study

There are some risks associated with participating in the study. The transfer of student course records, including attendance and grade data, will be digitally transferred to the principal investigator with student names (first and last) attached and then de-identified at a later date. Every caution will be taken to transfer the data safely and securely, but as with all digital transmissions, there is always the risk of a data breach. This risk is unlikely but possible. Secure transmission of the data is beyond the remit of your institution, and will be the responsibility of the principal investigator. The principal investigator will notify students immediately if there is a data breach and will take every possible action to remedy the situation.

The benefits of participation include;
- the ability to contribute to academic research on creating equity-based digital courseware,
- earn a stipend of $750 ($325 at mid-year and $325 at the end of the school year),
- $300 in Amazon gift cards ($150 at the start of the school year and $150 at mid-

year)
- a complete report of the findings, and acknowledgment in a publication *if you choose*.

The study will be conducted in such a manner so as not to permit the personal identification of the participants other than by authorized BFW personnel, including the Principal Investigator. The Principal Investigator will strip all personal information from the data prior to sharing it with the Analyst for quality control of analytics. All personally identifiable information associated with the study will be destroyed when no longer needed for the purpose for which the study is conducted.
Results of the study will only be reported at the aggregate among all institutions that participate in this study. We will not publicly present any information that would make it possible to identify any of the students or instructors that participated in this study.

You may withdraw from the study at any time until the last day of the school year. Withdrawing from the study will not affect your relationship with the Investigators or BFW. Deciding not to participate will not adversely affect any future benefits that you might realize from BFW. If you choose to withdraw from the study, simply email Marcy Baughman at Marcy.Baughman@Macmillan.com with your decision.

Typing your name below indicates that you have read and understood the information provided above and that you consent to participate in the research study. **If you have any questions please direct them to Marcy Baughman, Executive Director, Learning Science & Insights at Marcy.Baughman@Macmillan.com**

Name of Participant: _____

Signature of Participant_____ Date:_____

Achieve Bi-Weekly Log 2023-34

Please enter your name.

What subject do you teach?
      Psychology
      Statistics
      Literature/Composition

Please rate your level of satisfaction with your Achieve course (the content, features, resources, etc) so far.
      Extremely dissatisfied
      Dissatisfied
      Satisfied
      Extremely satisfied

Do you have any questions or issues with your course that are still unresolved?
      No
      Yes

Use of Achieve during the past two weeks

Did you use Achieve this week in your class(es) or assign anything from the platform as homework?

      Yes

      No

Based on your experience using Achieve during the past two weeks, how likely would you be to recommend it to a colleague? [1-10 scale with 1 meaning would not recommend and 10 meaning would strongly recommend]

Please describe why you chose the rating above.

Please select the answer that best describes your frequency of use over the past two weeks:

      100% - I used **Achieve as my only** instructional program/curriculum and **did not use any supplemental** materials

      80% - I **primarily used Achieve** as my instructional program/ curriculum but **supplemented a little bit**

      60%- I **primarily used Achieve** as my instructional program/curriculum but **supplemented some** materials

40% - I **primarily used another** instructional program/curriculum but **used some Achieve** instructional program/curriculum materials

20%- I **primarily used another** instructional program/curriculum but **used a few Achieve** instructional program/curriculum materials

0%- I **did not use Achieve** in my class(es) this week

[If less than 100% selected] What other instructional program/curriculum did you use during the past two weeks?

[If less than 100% selected] Why did you choose to use these instructional programs/curricula?

What Achieve program components did you use? Please check all that apply.

eBook/Readings
Learning Curve (adaptive quiz)
In-Class Worksheets
Homework
Custom Questions/Assignment I created
Dashboard (Analytics & Insight)
Quiz or test
Powerpoints
Gradebook
Videos
Goal-setting and reflection survey
Other - Please describe

How much time *on average per day* did you spend in the Achieve platform during the past two weeks?

Less than ten minutes

11-59 minutes

1-3 hours

More than three hours

How did you feel about the time it took? *

It was too much time for what my students and I got out of it

It was the right amount of time for what my students and I got out of it

It was not too much time considering what my students and I got out of it

iClicker

Did you use iClicker?
        Yes
        No

[If yes] How did you use it (i.e. formative feedback, administered a quiz, etc.)?

[If yes] Do you have any other feedback about iClicker?

Goal-setting & Reflection Surveys

Did you use the Goal-Setting and Reflection Surveys?
        No
        Yes

[If no] Why did you choose not to assign a goal-setting and reflection surveys?

[If yes] Which goal-setting and reflection survey did you assign? *
        Goal Setting and Reflection: Intro Survey
        Goal Setting and Reflection: Checkpoint One
        Goal Setting and Reflection: Checkpoint Two
        Goal Setting and Reflection: Checkpoint Three
        Goal Setting and Reflection: Checkpoint Four
        I haven't assigned one yet, but intend to in future.

[If yes] What do you hope to learn from the goal-setting and reflection survey? *

[If yes] If you referenced any of the insights or reports, what was helpful to you, and how did you use the information that was presented?

Overall Perceptions

What, if anything, you did particularly like best about using Achieve over the past two weeks?

Please rate your level of satisfaction with your experience using Achieve.
        Not at all satisfied
        Somewhat satisfied
        Satisfied
        Highly Satisfied

Please rate the perceived level of engagement with the Achieve program over the past two weeks
        Not at all engaged
        Somewhat engaged
        Engaged
        Highly engaged

Did you experience any challenges or difficulties with Achieve?
    Yes
    No

[If yes] Please describe the challenges or difficulties you encountered and how you resolved them.

What else should we know about your use of Achieve?

[End] Thank you for your time! Your response is very important to us.

Teacher Baseline Survey

What is your name?

What is your gender?

       Female

       Male

       Non-binary

       Do not wish to identify

       If not mentioned above, specify here:

How would you describe yourself?

       American Indian or Alaskan Native

       Asian

       Black or African-American

       Hispanic or Latinx/Latine

       Middle Eastern or North African

       Native Hawaiian or other Pacific Islander

       White

       Do not wish to identify

       Another race or ethnicity not listed above

How long have you been a teacher?

       This is my first year

       1-5 years

       6-10 years

       11-15 years

       More than 15 years

How long have you been teaching high school classs?

       This is my first year

       1-5 years

       6-10 years

       11-15 years

       More than 15 years

How long have you taught AP classes?

       This is my first year

       1-5 years

       6-10 years

       11-15 years

       More than 15 years

How much time in a week do you spend outside of the classroom preparing for your AP class(s)?

       Less than 1 hour

       1-2 hours

       3-5 hours

       6-10 hours

More than 10 hours

What is your teaching environment this school year/term?
Face-to-face only
Virtual only
Hybrid (combination of face to face and virtual)

Are your classes being taught synchronously?
Yes, all classes are synchronous
No, all classes are asynchronous
My classes are a combination of synchronous and asynchronous

Please describe your class schedule.

Have you taught this class previously in a virtual or hybrid environment?

[If virtual or hybrid] What tools are you using to facilitate your virtual instruction (for example, Zoom or LMS)?

[If virtual or hybrid] Have you taught a completely virtual class (any class) for a full semester before this semester?
Yes
No

What is your comfort level teaching a completely virtual class?
Extremely comfortable
Comfortable
Somewhat comfortable
Extremely uncomfortable

How many students are you expecting in your AP class(es) at this time? Please list by section, if appropriate.

What is your school's device policy for cell phones, laptops, chrome books, and tablets?

Are your students allowed to use cell phones in class for instructional purposes?
Yes
No
It depends on why they're using them
Other - Write In (Required)

Did you set up integration between our platform and your institutional LMS?
Yes
No

[If yes] Are you telling students to access the platform through your institutional LMS or directly through the platform website?

Accessing directly through the website
Accessing through institution LMS
I don't tell them how to access the platform

Do you plan to use the assessment system in our platform?
No
Yes
Not sure

[If yes to integration] Are you accessing the test bank through your institutional LMS or the platform?
LMS
Directly through the platform
I'm not using the platform test bank

What is your comfort level using publisher provided digital learning tools (e.g. LaunchPad, MyLabs) for your classs?
Extremely comfortable
Comfortable
Somewhat comfortable
Extremely uncomfortable

How strongly do you agree that publisher provided digital learning tools can enhance learning?
Strongly agree
Agree
Disagree
Strongly disagree

Did you use publisher provided or open educational digital learning tools in your classroom in the last term that you taught?
Publisher provided digital learning tools
Open educational digital learning tools
Both
Neither

What digital learning tools did you use in your classes last year?

What has been your primary reason for your use of digital tools in your classs?
Increase efficiency
More available resources
Less expensive for my students
More effective than a print textbook
Influences more positive student behaviors in my classroom

What have been all of the reasons for your use of digital tools in your classs? (Select all that apply.) *

        Increase efficiency
        More available resources
        Less expensive for my students
        More effective than a print textbook
        Influences more positive student behaviors in my classroom

When you have used digital learning tools in the past, how strongly do you agree that they have enhanced your teaching?

        Strongly agree
        Agree
        Disagree
        Strongly disagree

What do you think students value most in digital learning resources?

        Ease of use
        Interactivity
        Helping them prepare for class
        ==Cost of resources==
        Other

Please rate how difficult you perceive the following classroom activities will be with your class this semester. [Not difficult at all, Somewhat difficult, Difficult, Very difficult]

        Implementing active learning strategies
        Promoting student collaboration
        Assessing how well students are comprehending material
        Fostering deep insights
        Fostering ability to recall information
        Fostering curiosity

[If teaching in virtual or hybrid format]How do you assess whether students are engaged in your virtual classs? This assessment does not need to be formal - as an example, are there student behaviors that you believe indicate students are engaged?

[If teaching in virtual or hybrid format] Do you believe it is more difficult to engage students in your class when it is taught virtually?

How do you typically organize the content and activities in your class?

        By week
        By chapter
        By topic area
        By learning objective
        Other, please describe:

What type of assessments do you typically assign your students?

Formative only
Summative only
Formative and summative
Other, please describe:

How do you monitor student overall mastery of content in your class?
Please drag each box according to the order of importance, with the most important grades on top. *
Performance on homework assignments
Performance on in-class assessments
Performance on in-class activities/labs
Performance on learning platform
Performance on online assessments
Other, please describe

How would you define or describe active learning?

Does your teaching include active learning?
Yes
No

What methods do you use to implement active learning? Please describe the approach to active learning you take in your classes.

How would you define or describe student engagement?

What methods do you use to increase student engagement? Please describe the approach to engagement you take in your classes.

How would you define or describe critical thinking?

What methods do you use to increase critical thinking? Please describe the approach to critical thinking you take in your classes.

How do you typically review for summative assessments, like tests?
Provide students with a study guide
Students ask questions in class
Review prior assignments where students struggled
I do not review for summative assessments like tests

How is the decision made for what curriculum you will use in your classes?
I decide
My department decides
I work with my colleagues to decide
My school's principal decides
My local school board decides
My district decides

Other, please specify

Are you required to have anyone review your class?
Yes
Sometimes
No

[If yes or sometimes] Who reviews your class/curriculum?

When do you finalize your class content?
I change my class content throughout the school year
The month before classes begin
The week before classes begin
Other, please specify

In your opinion, what impact does student goal-setting have when it comes to success in your AP class(es)?
It's essential for students in order to be successful in this class
It's valuable but not crucial to students' success in this class
It's unclear to me whether or not it has any impact on student success
It does not have any impact on student success in this class
I am not sure what goal-setting in this context means or entails
Other, please specify

In your opinion, what impact does student self-reflection of their learning have when it comes to success in your AP class(es)?
It's essential for students in order to be successful in this class
It's valuable but not crucial to students' success in this class
It's unclear to me whether or not it has any impact on student success
It does not have any impact on student success in this class
I am not sure what self reflection in this context means or entails
Other - please specify:

Within the first few weeks of the semester, do you typically use some sort of diagnostic or introductory activity with students in order to learn something about them?
Yes, I have students do some sort of activity that helps them and myself understand what their proficiency is in various foundational skills or knowledge that are essential for this class.
Yes, I have students do some sort of activity that helps me learn more about who my students are as people or learners such as what their majors and backgrounds are and what they are hoping to get out of the class.
Yes, I have students do some sort of activity that helps them feel more comfortable in the class by disclosing something about themselves, or to develop a connection or a sense of community.
Yes, I have students do some sort of activity that helps them set goals for themselves or to establish a baseline that they can compare themselves to later in the semester.

I do not do this but I would be interested in doing so if I had an easier way of accomplishing this or with interpreting the data.

I do not have a need for this.

Other, please specify

How significant of a challenge are inadequate noncognitive skills amongst your students? Examples of noncognitive skills are: Persistence, Motivation, Self-discipline, Confidence, Teamwork, Organization, Time Management, Help-Seeking , Staying on Task

Extremely challenging

Moderately challenging

Somewhat challenging

Slightly challenging

Not at all challenging

How do you view your role in addressing any deficiencies in these skills? *

I see it as my role to make an effort to actively address these skills with students alongside the class material (e.g. discussing strategies in class, structuring assignments in a way that helps students organize, etc.)

I see it as my role to help students with these skills on an individual basis when they are clearly making an effort and are motivated to get help

I see it as my role to help students with these skills whenever possible, but I have limited time and cannot teach this at the expense of covering the primary class objectives

I do not see this as my role but will assist students with these skills when they are clearly making an effort and are motivated to get help.

I do not see this as my role and help direct students to the appropriate resources when they need it.

Other, please specify

Do you have any expectations or recommended strategies that you share with students, such as hourly commitments they should be able to make outside of lecture or how to read actively or create concept maps? *

Yes, I spend some time in class explaining recommended learning and time management strategies.

Yes, I provide students with resources (e.g. video links, PDFs, documentation in the syllabus) that explain best practices for time management and learning strategies.

Yes, I tell students what the bare minimum is (in terms of time spent and good habits) to either pass or succeed in this class.

No, every student is different and so I support each individually if they come to me asking for my recommendations on this matter.

No, every student is different and/or it is up to them to develop their own expectations and strategies to succeed in this class.

What are your expectations or suggestions for how much time students should spend studying or doing homework outside of class?

Do you tend to provide students any tips or strategies for success in your class? If so, what do you typically tell students?

On average, how widespread are these common student challenges with soft-skills in your clases? *

Very few (Less than 10%)   A few (10-30%)   Quite a few (30-50%) Very many (> 50%)

Those who struggle with time management skills

Those who struggle with knowing how to study effectively

Those who struggle with metacognitive skills (evaluating their own learning)

For the following statements, state whether you agree or disagree and to what extent: *

Strongly disagree, Disagree, Neutral, Agree, Strongly agree

I believe it is up to my students to learn time management and develop study skills on their own

I dedicate at least some time in class to address student time management and study skills and give my students guidance during the semester

I will help coach students to improve time management and study skills if they ask for it or come to me for help

I believe prompting self-reflection is an effective method of boosting students' metacognitive and other soft skills

I have used or currently use methods to prompt student reflection

Please rate how much you agree or disagree with the following statements. *

Strongly disagree, Disagree, Somewhat disagree, Somewhat agree, Agree, Strongly agree:

If I try really hard, I can get through to even the most difficult student.

Factors beyond my control have a greater influence on my students' achievement than I do.

I am good at helping all the students in my classes make significant improvement.

Some students are not going to make a lot of progress no matter what I do.

I am certain that I am making a difference in the lives of my students.

I can help my students think critically.

There is little I can do to ensure that all my students make significant progress this school year or term.

I can help my students value learning.

What are the key components of an ideal digital learning program?

What do you hope to learn from this study?

Student Baseline Survey
Background and Experience
Please respond to each item and be as honest as possible.

What is your first and last name? *

What is the name of your school?

What is your school email address? *

What is your year in high school? *
      Freshman
      Sophomore
      Junior
      Senior
      Other, please specify

How old are you? *

How would you describe yourself? *
      American Indian or Alaskan Native
      Asian
      Black or African-American
      Hispanic or Latinx/Latine
      Middle Eastern or North African
      Native Hawaiian or other Pacific Islander
      White
      Do not wish to identify
      Another race or ethnicity not listed above

At home, is English the primary language spoken? *
      Yes
      No
      Do not wish to respond

What was your current grade point average (GPA)? (0.00-5.00) *

Are you planning to enroll at a college or university?
      Yes
      No
      I'm not sure

[If yes or I'm not sure] What college major(s) are you considering?

Student Information

What digital tools have you used in your classes (for example, Zoom, WebEx, Skype, or your LMS (e.g. Canvas, Blackboard, D2L, Moodle, etc.)?

What is your comfort level using class-related digital tools (e.g. LaunchPad, Sapling, MyLab, etc.)?

      Extremely comfortable
      Comfortable
      Uncomfortable
      Extremely uncomfortable

Student Perceptions

On average, how many hours a week do you plan to spend working on classwork? *

      Less than 2 hours
      2-5 hours
      6-10 hours
      More than 10 hours

Which of the following statements best represents how you feel about attending this AP class? *

      I am very enthusiastic
      I am enthusiastic
      I am not enthusiastic
      I am dreading attending

Please rate the following for how true each statement is of you. *
[Not at all true of me, Not true of me, Somewhat untrue of me, Somewhat true of me, True of me, Very true of me]

      I feel like a real part of my school.
      Sometimes I feel as if I don't belong at this school.
      I feel proud of belonging to this school.
      I can really be myself at this school.

Academic Self-Efficacy for Self-Regulated Learning

Please rate the statements below on a scale of 1 to 7 where
1 = Not confident at all, 3 = Not too confident, 5 = Pretty confident, and 7= Very confident.

How much confidence do you have that you can successfully: *

      Finish homework assignments by deadlines
      Study when there are other interesting things to do
      Concentrate in class
      Take class notes in class
      Use the library to get information for class assignments
      Plan your class-work

Organize your class-work
Remember the information presented in class and textbooks
Arrange a place to study without distractions
Participate in class discussions

Strategies
Please rate the following for how true each statement is of you. *
[Untrue of me, Somewhat true of me, True of me, Very true of me]
When I study for class, I practice saying the material to myself.
When studying for class, I read my class notes and class readings again.
I memorize key words to remind myself of important concepts in class.
I try to relate ideas from one class to those in other class whenever possible.
I try to understand the material in a class by making connections between the readings and concepts from the lectures.
I try to apply ideas from class readings to other class activities such as lecture and discussion.
When I become confused about something in a class, I go back and try to figure it out.
I ask myself questions to make sure I understand the material I have been studying in class.
When studying for class, I try to determine which concepts I don't understand well.

Teacher Post-Survey
Introduction
Name

What is your email address?

What is the name of your school?

How many students were in each of your AP classes at the end of the year?

Platform Use
What was your comfort level using Achieve this school year/term?
      Extremely Uncomfortable
      Uncomfortable
      Comfortable
      Extremely comfortable

How did you perceive your students' comfort level using Achieve this school year/term?
      Extremely Uncomfortable
      Uncomfortable
      Comfortable
      Extremely comfortable

How, if at all, do the course resources (assessments, files, links, eBook, etc.) support you in meeting the goals you set for your class? *

Would you consider this platform again in the future? *
      Yes
      No
      I'm not sure

Please share your rationale for your response to the previous question

Please consider the organization of the resources that were available in the platform and rate the ease with which you could locate the resource(s) needed. *
      Not at all easy to locate
      Somewhat easy to locate
      Easy to locate
      Very easy to locate

Compared to the last platform you used, how did you find the organization of resources? *
      I like this platform better
      I prefer another platform I've used in the past
      This is the first digital platform I've used

What teaching tasks did Achieve help you accomplish? (Check all that apply)
      Planning
      Assigning homework

Viewing insights/data analysis
Prepping my students for their AP exam
Creating tests and/or quizzes
Administering tests and/or quizzes
Grading
Exporting grades to other systems
Encouraging participation through iClicker
Other: Write in:

Please rate how much you agree with the following statement:
Publisher-provided digital learning tools (like Achieve) can enhance learning.
Strongly disagree
Disagree
Agree
Strongly agree

How would you rate your students' level of engagement in your course this semester?
Very disengaged
Not engaged
Moderately engaged
Engaged
Very engaged

Were your students more engaged this school year or term compared to past classes?
Less engaged
About the same
More engaged

Classroom practices
What assignments did you give your students to complete outside of class?
Assignments titled "homework"
LearningCurve/Adaptive quizzes
Practice AP questions
Reading and taking notes
I created my own out-of-class assignments
Other- Write in:

Why did you assign the resources listed in the previous question? For example, you assign students to watch a video on a new topic that will be introduced in class the next day so that they are better prepared for discussion in class.

Please check any of the instructional practices that you use with your classes. Check all that apply.
Lectures or direct instruction
Digital polling (i.e., using a digitized polling system such as iClicker or Kahoot)
Physical polling (i.e., verbally providing students response choices to a question and asking them to raise hands)

Independent desk work such as solving problems or writing
In-class paired work (i.e., students work in pairs to discuss or solve problems)
In-class group work (i.e, more than 2 students have discussions or solve problems)
Out-of-class group work (i.e., students are assigned a group project to complete)
Flipped classroom practices (students pre-read content and class period is dedicating to working on problems)
Formative assessment
Summative assessment
Think-pair-share
Student journals or learning logs
Exit tickets or questions (students need to answer a question to leave class)
Peer instruction
Whole class discussion
Student presentations

Do you prefer for your students to have an eBook or physical textbook? *
eBook
Physical textbook
Both
I don't have a preference

Did you assign any Goal Setting and Reflection Surveys?
No
Yes

Please describe why you chose the answer to the previous question. *

SY 2023-24 AP Student Post Survey

Background and Experience

Please respond to each item and be as honest as possible.

What is your first and last name?

What is your school email address?

What school do you attend?

What year are you in high school?
	Freshman
	Sophomore
	Junior
	Senior
	Other - please specify:

Do you plan to enroll in a school post-graduation?
	Yes
	No
	I'm not sure

[If yes] What discipline do you plan to major in?

Has someone in your immediate family attended school after completing high school or obtaining a GED?
	Yes
	No
	Attending now

At home, is English the primary language spoken?
	Yes
	No

What languages, other than English, are spoken in your home?
Language - Write In
None

Which category best indicates your high school grade point average?
	C (0.0 - 2.99 on 4.00 scale)
	B (3.00 - 3.49 on 4.00 scale)
	B+ (3.50 - 3.99 on 4.00 scale)
	A (4.00 on 4.00 scale)
	A+ (4.01 to 5.00, maybe AP classes)

What numerical grade do you think you will receive as your overall grade in this class this semester (e.g. 85%)?

Achieve Overall Feedback

What was your comfort level using Achieve this semester?
- Extremely Uncomfortable
- Uncomfortable
- Comfortable
- Extremely comfortable

How would you rate your level of engagement in your class this semester?
- Please use the following definition of engagement when considering your response to this question: The degree to which you feel immersed in an activity and the activity is useful to you.
  - Very disengaged
  - Not engaged
  - Moderately engaged
  - Engaged
  - Very engaged

Compared to other classes that you've taken this year, how typical was your level of engagement in this class?
- I am less engaged in this class than other classes this year.
- I am equally in engaged in this class and other classes I am taking this semester.
- I am more engaged in this class than other classes this year.

Would you say that you actively learned in your class this year? Active learning is a form of learning where students are involved and participate in their learning beyond passive listening.
- No
- Yes

Compared to other classes this year, how typical is the amount of active learning in this class?
- There was less active learning in this class compared to other classes I took this year.
- There was equal amounts of active learning in this class and other classes I took this year.
- There was more active learning in this class compared to other classes I took this year.

How effective was Achieve in supporting your overall learning this semester?
- Not effective at all
- Slightly effective
- Effective
- Very effective

Ease of Use
Please rate the extent to which you agree or disagree with the following statements.
[Strongly disagree, Disagree, Agree, Strongly agree]
      Achieve was easy to use
      I had no problems accessing Achieve
      It was easy to navigate my way around Achieve
      It was clear which activities were coming due

Achieve and Learning/Engagement

Please rate how much you agree with the following statements:
    The Achieve program helped me learn the content required for this class..
      Strongly disagree
      Disagree
      Agree
      Strongly agree

    The content in Achieve was interesting to me.
      Strongly disagree
      Disagree
      Agree
      Strongly agree

    I felt engaged and interested in what I learned in this class.
      Strongly disagree
      Disagree
      Agree
      Strongly agree

Student Perceptions
Please rate how often you did each of these activities in your class for this study this semester:
[Never, Sometimes, Frequently, Always]
    Came to class having completed assignments that were due
    Came to class prepared to participate
    Actively engaged in classroom discussion
    Collaborated with other students
    Interacted with the teacher
    Comprehended material
    Recalled concepts that I had memorized
    Worked with my teacher to fill gaps in my skills
    Monitored my progress/grades

Please rate the statements below on a scale of 1 - 4, where:

1 = Not confident at all   2 = Not very confident   3 = Fairly confident   4 - Very confident
How much confidence do you have that you can successfully:
Finish homework assignments by deadline?
Study when there are other interesting things to do?
Concentrate on class subjects?
Take class notes of class instruction?
Use the library to get information for class assignments?
Plan your classwork?
Organize your classwork?
Remember information presented in class?
Remember information presented in textbooks?
Arrange a place to study without distractions?
Motivate yourself to do classwork?
Participate in class discussions?

Strategies

Please rate how true each statement is of you:
[Not true of me, Somewhat true of me,True of me]
I feel comfortable asking a question in this class.
I feel comfortable volunteering ideas or opinions in this class.
I feel comfortable asking my teacher for this class for help if I do not understand class-related material.

Achieve Component Feedback
Please rate how strongly you agree or disagree with each of these statements about the HOMEWORK ASSIGNMENTS - activities completed after you learned the content for your class.
[Strongly disagree, Disagree, Agree, Strongly agree]
The homework assignments were the appropriate length for the topic
The homework assignments were appropriately challenging for me
The homework assignments were engaging
The homework assignments helped me understand my mistakes when I got something wrong
The homework assignments helped me feel more involved in my class

Self-Regulated Learning
Did you complete at least one Goal Setting and Reflection survey this school year?
No
Yes

How strongly do you agree with the following statements regarding the surveys you took?
[Strongly disagree, Disagree, Neutral, Agree, Strongly agree]

> I learned something new about how I can manage my time, studying, or learning this school year.
> I improved as a student this school year.
> The surveys helped me think about how I approached learning the material in this class in a way that I wouldn't have on my own.
> I understood the purpose of the surveys.
> I thought that taking the surveys were a valuable use of my time.
> The survey responses helped my teacher know how to better help the class or myself.
> The surveys helped me think about my goals and/or learning habits in this class.
> The surveys helped me think about my goals and/or learning habits outside of this class.

Final Feedback

In what way did Achieve benefit you the most?

What, if anything, was your least favorite part of Achieve?

What, if anything, could we offer in Achieve to better support you?

Do you have any other feedback to help us make Achieve better for future students??

Memorandum for the Record

From:	Peter Ramsberger, Ph.D.
	Chair, Institutional Review Board
Re:	2024-2025 Study of Implementation and Efficacy of Achieve in AP Classes
Date:	April 12, 2024

I have reviewed the subject research and determined that it is exempt from further IRB review as stipulated in 45 CFR, part 46.104, which states:

> Except as described in paragraph (a) of this section, the following categories of human subjects research are exempt from this policy: (1) Research conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular or special education strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

The Achieve Digital Platform is designed to offer full-course solutions to provide instructors and students pre-class, in-class, and post-class materials that are expected to influence student participation, engagement, retention, completion, and overall course performance. The Achieve platform has been used in college and universities for four years. This study is being conducted to determine if positive outcomes found in these implementations will extend to the platform's use in high school Advanced Placement (AP) classes. Researchers will recruit eight teachers in each of four disciplines (Language and Composition, Biology, Human Geography, U.S. HIstory). Potential participants will be recommended by the Macmillan High School Marketing and Sales team. Candidates will receive an email introducing the study and complete a survey regarding their interest in taking part. Those who express an interest will be invited to a session which will include a demonstration of the Achieve platform and an overview of the study. Instructors who agree to take part will complete an informed consent document that explains the purpose of the study and what will be required of participants. This includes (a) using the Achieve platform in at least one section of their class for one term, (b) completing a survey at the beginning and end of the term, (c) completing usage logs on a bi-weekly basis, (d) participating in a mid-semester and end-of-semester interview, and (e) providing student records (attendance, performance) for those students who agree to participate. Participating teachers will receive $750 for completing all study components. Researchers will also obtain authorization to conduct the study from school/district administrators, including institutional IRB review where required.

Instructors will be asked to distribute parental consent forms to their students. This form explains the goal of the research and indicates that students who participate will be asked to complete surveys at the beginning and end of the semester. It also explains that instructors will provide the research team with their child's performance data (including class attendance, exam grades, and overall course grade), and that platform data will be obtained for students taking part in the study. The form emphasizes that (a) participation is completely voluntary, (b) students may withdraw at any time and/or

decline to answer specific questions, (c) not participating will have no impact on their child's class outcomes and (d) all data will be reported in the aggregate and no individual students will be identified. The parental consent form can be signed digitally or on paper. Paper forms will need to be scanned in and emailed to the principal investigator.

The initial instructor survey includes background questions (e.g., demographics, class information), and items addressing (a) perceptions of and experience with digital learning tools; (b) challenges faced in teaching; (d) importance of and methods for encouraging active learning, goal setting and self-reflection among students; (c) how and when course content is determined; (e) methods for dealing with students' non-cognitive deficiencies (e.g., confidence, motivation); and (f) teaching efficacy (e.g., belief that they can help all students make progress). The end-of-semester survey addresses many of these same issues along with questions regarding the use of Achieve and other instructional strategies. The instructor log includes questions about which platform components were used and how frequently, issues encountered, and overall impressions of Achieve. Interview questions also focus on Achieve usage and its impact.

The student pre-survey includes background questions (e.g., year in school, demographics, high school GPA), items assessing experience with and comfort level using digital tools, course-taking behaviors (e.g., class attendance, level of preparation), learning experiences (e.g., able to grasp content, find courses boring), and learning strategies employed. The post-survey addresses many of these same areas and also includes specific questions about Achieve and its impact.

The platform data will be extracted by the system administrator for students who have agreed to participate in the study. The data will be placed in a password protected Excel spreadsheet and uploaded to a Google Drive folder owned by the principal investigator. Only the PI and system administrator will have access to the Drive folder. Once the uploads are complete, the system administrators access will be removed. The data file will be transferred to the Master Google Drive folder where all data files are stored. Only the principal investigator will have access to this folder.
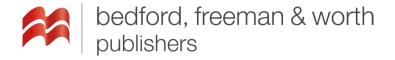
Each teacher will be sent a list of the students who provided consent to have their class grade data shared with the research team. The teacher will be asked to place the student performance data, using the student name as the identifier, in a password protected Excel spreadsheet. The PI will create a separate Drive folder for each teacher and request that the instructor upload the Excel file to that Drive folder. The teacher will send the password for the spreadsheet to the PI in a separate email. The PI will then transfer the spreadsheet (within Drive) to the Master Drive folder.

The student and instructor surveys will be administered via SurveyGizmo through the principal investigator's account. Only the principal investigator has access to this SurveyGizmo account. The principal investigator will transfer the data into a password protected Excel spreadsheet and load it into the Master Drive folder. Once all data files are in the Master Drive folder, the principal investigator will link the files using the student name as the identifier. The linking process will create a master database. Once the master database is complete, a random ID will be assigned to each case using the SPSS random number generator. Once the ID's are assigned, the student names will be removed from the master database. This database will be the final analytic database that will be used for all analyses. All previous databases with identifying information will be destroyed.

The data are primarily for internal use by the MacMillan to identify the impact of the Achieve on student performance and ways in which it can be improved and enhanced. Data will be presented in an aggregated fashion and no individuals will be identified.

Given the exemption cited above, and the rigorous procedures being implemented to ensure data security, the research is exempt/approved through expedited review.

RESEARCH STUDY OF THE IMPLEMENTATION OF ACHIEVE
PRINCIPAL INVESTIGATORS: Jessica McKeown, Ph.D.

Your minor student (or the minor student for whom you are the primary guardian) was invited to be a participant in this study because their Advanced Placement teacher has decided to use the Achieve digital platform in their class this year. Their teacher has agreed to participate in this study, but that does not mean that your student needs to agree to participate. Participation in this study is completely voluntary and optional.

Please read this form and ask any questions you have before agreeing to allow your minor student to participate in the study.
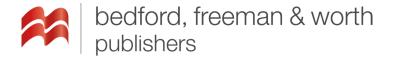
The purpose of this study is to understand how various components of the Achieve platform will be used by high school teachers and students, whether use of the platform is related to learner outcomes, and to understand how Macmillan Learning can better support instructors and students in their use of Achieve. The Achieve platform has been used in college courses for four years, and usage of Achieve has been associated with positive student outcomes such as improved course performance. Macmillan Learning hopes to learn whether this result is similar in Advanced Placement high school courses. Results of the study will be used for continual improvement of the platform, and to contribute to the broader research on educational technology tools.

By agreeing to participate in this study, the parent or guardian is agreeing to allow their student to: complete two surveys (5 minutes each). The surveys include demographic questions which ask for student ethnicity and English as first language status, questions to understand student perceptions of the Achieve program as well as questions about their study habits and practices utilized during the school year. The student is also permitting their teacher to share with us student course records; including, class attendance, exam grades, overall course grade, and will allow Macmillan Learning's Principal Investigator to use Achieve student usage and support data matched with survey responses for this study.

Risks of Being in the Study
There are some risks associated with participating in the study. The transfer of student course records, including attendance and grade data, will be digitally transferred to the principal investigator with student names (first and last) attached and then de-identified at a later date. Every caution will be taken to transfer the data safely and securely, but as with all digital transmissions, there is always the risk of a data breach. This risk is unlikely but possible. Secure transmission of the data is beyond the remit of the institution, and will be the responsibility of the principal investigator. The principal investigator will notify students immediately if there is a data breach and will take every possible action to remedy the situation.
The data collected from students in this study will be kept strictly confidential. The Principal Investigators will be the only people with access to any personally identifiable information, they will strip student, teacher, school and district identifiers before sharing data with stakeholders

for quality control of analytics. Only the principal investigator will have access to the data, which will be retained for up to five years, or once the analysis is complete, whichever occurs first. The results of the study will only be reported to stakeholders at the aggregate among all institutions that participate in this study. We will not publicly present any information that would make it possible to identify any of the students, instructors, or institutions that participated in this study.

You may decide not to allow your student to participate in this study now, or ask that they withdraw from the study at any time without affecting their performance in their course or their relationship with the Investigators or Macmillan Learning. If you choose to withdraw from the study at any time, simply email Jessica McKeown at jessica.mckeown@macmillan.com or call toll free (800) 817-9464 and say "I would like to withdraw my student [name] from [high school name] from the study" and she will remove your student from the study and immediately destroy any data collected from your student.

Your (parent and/or guardian) signature below indicates that you have read and understood the information provided above and that you agree to allow your student to participate in the research study. **If you have any questions please direct them to Jessica McKeown, Manager of Impact Research (jessica.mckeown@macmillan.com) .**

Name of Minor Student (print):_____

Name of school: _____

Name of Parent or Guardian: _____

Signature of Parent/Guardian:_____

Date:_____

The student signature below indicates that the student provides assent to participate in the study and has read and understood the information provided and gives consent for their teacher to share their course grades and attendance records with the principal investigator.

Signature of Student: _____

Date: _____

I agree to:

☐   Complete baseline & post surveys

☐   Allow my course grades to be shared

RESEARCH STUDY OF THE IMPLEMENTATION OF ACHIEVE AT:

NAME OF SCHOOL AND DISTRICT

PRINCIPAL INVESTIGATOR: Jessica McKeown, Ph.D.

This study has been reviewed and approved by a third-party Institutional Review Board, the Human Resources Research Organization.

You are agreeing to commit your district and school to participate in a study to improve instruction through understanding how Achieve is being used by Advanced Placement teachers and students in psychology, statistics, and literature and composition classes. We are interested in whether use of the program is related to learner outcomes and how Macmillan Learning can better support teachers and students in their use of Achieve. Results of the study will be used for continual improvement of Achieve, and to contribute to the broader research on educational technology tools.

By participating in this study, you agree to allow Macmillan Learning's Principal Investigator to use Achieve usage and support data, and record data provided by teachers matched with the survey responses for this study. *Data will only be collected from students with active parental/guardian consent.*

In addition, for this study, Macmillan will seek agreement from:
- Teachers who agree to use Achieve with students throughout the school year, complete two surveys (8-10 minutes each), complete a bi-weekly log (2-3 minutes), participate in two interviews (30 minutes), allow a researcher to observe one of their classes, and to share with us student records of their students *whose parent or guardian consented for their student to participate in this study*, including attendance and performance data.
- A parent and/or guardian of students enrolled in the Advanced Placement classes where their teacher agreed to participate in the study.
- Students will be asked to provide assent that they agree for their data to be collected and analyzed. Students will complete two surveys (5 - 10 minutes), and allow their teachers to share with us their records; including attendance and performance data.

Risks and Benefits of Being in the Study
- There are some risks associated with participating in the study. The transfer of student course records, including attendance and grade data, will be digitally transferred to the principal investigator with student names (first and last) attached and then de-identified at a later date. Every caution will be taken to transfer the data safely and securely, but as with all digital transmissions, there is always the risk of a data breach. This risk is unlikely but possible. Secure transmission of the data is beyond the remit of the institution, and will be the responsibility of the principal investigator. The principal investigator will notify students immediately if there is a data breach and will take every possible action to remedy the situation.
- The benefits of participation include the ability to contribute to the academic research on educational technology tools, free use of the platform, curriculum, and ebook, $750 honorarium for each participating instructor, a complete report of the findings,

and acknowledgement of the district and schools participation in a publication if you choose.

The study will be conducted in such a manner so as not to permit the personal identification of the participants other than by authorized Macmillan personnel, including the Principal Investigator. The Principal Investigator will strip all personal information from the data prior to sharing it with the Co-Principal Investigator for quality control of analytics. All personally identifiable information associated with the study will be destroyed when no longer needed for the purpose for which the study is conducted. Results of the study will only be reported at the aggregate among all districts and schools that participate in this study. We will not publicly present any information that would make it possible to identify any of the students, teachers, and districts that participated in this study.

Your signature below indicates your agreement to have your school and/or district participate in the research study. If you have any questions please direct them to Jessica McKeown, Ph.D., Research Scientist, at Jessica.McKeown@macmillan.com

Name of District (print): _____

Name and Title of District Representative (print): _____

Signature of Representative: _____

Date: _____

Name of School (print): _____

Name and Title of School Representative (print): _____

Signature of Representative: _____

Date: _____

Signature of Principal Investigator _____

09/30/2024

Jessica McKeown, Ph.D.

Dear Dr. McKeown,

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 09/30/2024 to your research project, titled: 2024-2025 Study of Implementation and Efficacy of Achieve in AP Classes.

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: Level II

Other Notes: Background check completed by submitter.

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 #2024-1974. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

Sarah Dickson
Co-Chair, Research Review Board