



View xForm - Research Review Board (RRB) Submission

New RRB Submission

Data Entry

- Submitted 11/20/2024 12:25 PM ET by Holliday, Colbi

Submission Type

RRB Number	2024-1993
Study Title	Recommendations for Solving the Problem of Low Achievement Scores in English Language Arts on the Illinois Assessments of Readiness Among Gifted Students at Carnegie Elementary School in Illinois
Event Type	New Submission defined 10/30/2024
Schools Participating	609837 - Andrew Carnegie Elementary School

SUBMISSION TYPE INSTRUCTIONS AND OPTIONS

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

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

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

Type of Submission

New Submission

Pertinent CPS Documentation

Submitter

Holliday, Colbi

Email: CMHolliday@cps.edu

Phone:

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

Recommendations for Solving the Problem of Low Achievement Scores in English Language Arts on the Illinois Assessments of Readiness Among Gifted Students at Carnegie Elementary School in Illinois

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

No

Primary Study Organization/University

Liberty University

Principal Investigator

Holliday, Colbi

Expirations:

**Background
Check
Level:**

PI Organization

Liberty University

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?

Yes

CPS Affiliation

Central Office Staff Member

Are you a CPS employee? If so, please select from one of the following.

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

Andrew Carnegie Elementary School

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

Yes

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

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
Observations

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

The five interviewees will include four gifted teachers and one gifted coordinator. The participants will be selected based on their insight into the underachieving gifted students experience in ELA and the assessment results measuring students' mastery of skills. Interviews will be conducted on campus in one-on-one or video chat format based on teacher preferences. There will only be one interview per teacher and coordinator.

Does this involve video, audio, or photograph recording?

Yes

Please describe the protocol for audio/video recording

Standard interview protocol will be utilized during the interview. Each interview will be scheduled at the participant's convenience within the allotted timeframe. Each interview will last at least 1-hour and will be recorded. The recording will be via Google meets whether the interview is conducted in person or virtually. Participants will be given a consent form before the interview to be notified that the interview will be recorded. Recordings will be transcribed immediately after the interviews are conducted for data analysis.

Please describe how data will be captured and stored securely

Once the interviews are transcribed, the transcripts will be reviewed, and coding will be used to determine the categories and themes. The data will be stored on a laptop that is password protected and only utilized by myself. The names of the interviewees will be changed to protect the teachers involved. Once participants consent to participate in the study, 10 questions will be utilized for the interviews.

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

Teacher_Confidential_Consent.docx Consent Forms

Recruitment-Email.docx Recruitment Materials

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

The second approach used to collect data for this study will be a naturalistic observation. Naturalistic observations are a method of collecting data by observing people and behaviors in their natural setting without interference from me. The purpose of the observation is to observe the instructional strategies being implemented in classrooms of gifted students. Prior to the observations, I will meet with the third through fifth grade teachers to set up the best time, date, and location of the observation. There will be one observation per classroom for up to 45 minutes. The setting is expected to be the standard classroom during the English block. The total number of participants being observe will be the number of students that attend class on that day.

Does this involve video, audio, or photograph recording?

No

Please note: Video/Audio classroom observations where students are present is not permitted unless every student present for the observation has active assent and parental consent.

Please describe how data will be captured and stored securely

During the observation, field noted will be taken using a secure laptop and a password protected digital notepad with pen. No other equipment will be used to collect data.

How will you protect individuals who did not consent to participate in the observation, and what will non-consented students be doing during the observation(s)?

For individuals who did not consent that will be in the classrooms being observed, they will continue to engage with their lesson but activities, behaviors, or interactions regarding them will not be observed, recorded, or included for analysis.

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

Teacher_Confidential_Consent.docx Consent Forms

Recruitment-Email.docx Recruitment Materials

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

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

Teachers

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

No, it has not been reviewed by an IRB

IRB of Record Name

n/a

IRB Protocol Number

n/a

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

Capstone_Exemption from IRB Letter Colbi Money.pdf IRB Letters

IRB of Record Primary Contact Email Address

colbi.holliday@gmail.com

Please select your primary area of research from the following:

General Curriculum and Instruction

Secondary Study Subject(s)

Teaching and Learning

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.

In 2023, only 30% of 3rd grade gifted students at Andrew Carnegie Elementary School met or exceeded expectations on the English Language Arts (ELA) Illinois Assessment of Readiness (IAR). Meeting or exceeding these benchmarks indicates a student's mastery of grade-level ELA standards. The phenomenon of underachieving gifted students is not new, but the purpose of this study will be to provide recommendations to improve the low-achievement ELA scores of gifted students at Andrew Carnegie Elementary School. This applied research study will be using both qualitative and quantitative data, in order to gather a wide range of perspectives and information, leading to well-rounded, evidence-based recommendations. This could result in actionable strategies to improve instruction, resources, or support systems for gifted students at the school. Although the study is focused on Andrew Carnegie Elementary School, its findings and recommendations could have broader implications for other schools or districts facing similar challenges with gifted students, especially in the context of ELA achievement.

Research Questions and Hypothesis

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

How can the problem of gifted students' low achievement scores on the 3rd-5th grade English Language Arts (ELA) Illinois Assessment of Readiness (IAR) be solved at Andrew Carnegie Elementary School in Illinois?

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?

A key issue with servicing gifted students lies in how giftedness is defined and the subjective interpretations of how to best support gifted students. The U.S. Department of Education defined giftedness in the Elementary and Secondary Act of 2002 as youth that demonstrate high ability intellectually, creatively, artistically, or in specific content areas (Elementary and Secondary Act of 2002). When teachers were asked about their definition of giftedness, studies found that the idea of a giftedness were based on teachers' personal and cultural experience perception of critical and creative thinkers (Mun, et al., 2020). The subjective nature of the national definition of gifted students created a dynamic that led to school districts and teachers defining giftedness and servicing their needs differently within school districts, states, and nationally.

As the conversation of equity increased nationally, the policies around identifying gifted students changed to reflect the diverse student population within diverse K-12 school districts. The "Every Student Succeeds Act" (ESSA) introduced a form of accountability to identify diverse gifted students by mandating state plans be inclusive to multiple groups of students, including gifted students, to receive Title II funding (Kaul and Davis, 2018). The gifted identification gap is progressively narrowing due to the state plans, but there is a growing achievement gap amongst gifted learners.

Kaul and Davis (2018) researched the state plans to understand how states expect to be inclusive to diverse gifted students. Kaul and Davis (2018) found that most states addressed the concern of equitable identification, but only 16 of the 52 plans explicitly discussed the services and professional development for teachers to school districts to implement comprehensive gifted programs.

The reviews from various types of literature suggest that gifted services are a significant factor that impacts the excellence gap amongst gifted students, and that services differ based on the socioeconomic status of the school, teacher perceptions, and cultural and linguistic differences. The literature further explores the history of the achievement gap amongst gifted students and the various factors that affect their access to effective individual support. Rambo-Hernandez, Peters, and Pluckers (2019) research defines the achievement gap as an "excellence gap", which refers to the difference of academic performance amongst 90th percentile subgroup. They also researched the conceptual and educational issues that impacted schools and found that low-income schools had limited resources to support a rigorous and accelerated curriculum. The factors of resources that were listed in the research included transportation, technology, and certified educators or professional development opportunities (Plucker and Peters, 2017). The advanced opportunities are limited within low-income schools based on the lack of resources in the school to support the acceleration program.

Overall, the research studies found that the excellence gap amongst gifted students reflects the overall achievement gap amongst students in affluent

and underserved areas. The further implications into closing the excellence gap is how to develop an intervention model that is comprehensive for students in any demographic.

This study builds upon the need to provide recommendations of intervention models that are comprehensive for diverse gifted students in order to narrow the achievement gap amongst gifted students in our communities.

Research Activities and Student/Staff Involvement

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

The primary research activities that will include teacher involvement will be an interview and observation. The first activity will be interviews conducted off campus in one-on-one, video chat format. Standard interview protocol will be utilized during the interview. Each interview will be scheduled at the participant's convenience within the allotted timeframe. Each interview will last at least 1-hour and will be recorded. Recordings will be transcribed immediately after the interviews are conducted for data analysis. The second activity will be an observation of current interventions being implemented into ELA classrooms. Prior to the observations, I will meet with the third through fifth grade teachers to set up the best time, date, and location of the observation. The setting is expected to be the standard classroom during the English block. The total number of participants being observed will be the number of students that attend class on that day. During the observation, field notes will be taken using a laptop and a digital notepad with pen. No other equipment will be used to collect data.

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.

This study will use a case study design to explore the factors affecting the underachievement of gifted 3rd grade students in ELA at Andrew Carnegie Elementary School. The case study approach allows for in-depth exploration of the context, instructional strategies, and challenges experienced by this specific group of students.

For quantitative data collection and analysis, the data that will be collected will be the 3rd-5th grade ELA IAR data from SY2021-22, SY2022-23, SY2023-24. The documents will be analyzed, and patterns will be recorded and converted into a frequency chart to show the growth of gifted students ELA scores over time. The frequency chart will be presented in the form of a bar chart showing the ELA levels of gifted students over time in order to identify a trend amongst underachieving gifted students in various grade levels.

For qualitative data collection and analysis, the data that will be collected will be the semi-structured interviews conducted with teachers to gain insight into their perceptions of the challenges faced by gifted students in ELA. The interview questions will explore factors such as instructional practices, student motivation, and available resources. Additionally, classroom observations will be carried out to gather data on the instructional strategies used with gifted students in ELA. These observations will focus on engagement, differentiated instruction, and the implementation of interventions aimed at supporting gifted learners. The data from interviews and observations will be analyzed using thematic analysis. This approach will help identify recurring patterns and themes related to the challenges and supports experienced by gifted students in ELA. Coding and categorization of responses will allow for the identification of key factors contributing to low achievement.

Benefits and Commitment to Equity

Benefit to CPS

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

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

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

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

The case study starts by examining the fact that 23% of gifted students in third through fifth grade did not pass the ELA Illinois Assessment of Readiness (IAR) in 2023. By focusing on the reasons behind this underachievement, the study directly addresses the existing gap between current performance and the goal of having 70% of students meet or exceed national attainment levels in reading. Through your analysis of instructional practices, student engagement, and resource access, your case study aims to recommend targeted interventions. These interventions will be designed to boost the performance of underachieving gifted students, which could push their scores up to or above national attainment levels.

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 case study reflects each of the core values as defined in CPS, but specifically aligns with the academic excellence, equity, and student centered core values. As for academic excellence, this project emphasizes mastery of ELA standards, aligning with CPS's commitment to high academic benchmarks for all students. By focusing on achievement data, it underscores the importance of aligning teaching practices with learning outcomes. The implications from this study explores the unique needs and interests of gifted students, leading to tailored instructional strategies that engage and motivate them in a student-centered learning environment.

Additionally, the case study examines factors contributing to low achievement among gifted students, which is vital for addressing equity issues. By identifying and analyzing barriers, this research can inform strategies to close achievement gaps and ensure equitable access to high-quality instruction. Furthermore, analyzing current instructional practices may highlight the need for culturally responsive teaching strategies that reflect the diverse backgrounds of gifted students, helping all students feel valued and understood.

How does this project support the district broadly?

My study supports Chicago Public Schools by aligning with its goals of academic excellence, equity, student-centered learning, continuous improvement, and holistic development. By addressing the specific needs of gifted students and providing actionable recommendations, your research contributes to a more equitable and high-quality educational experience for all students in the district.

Commitment to Equity

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

My study reflects the district's commitment to equity by investigating the low achievement scores in English Language Arts (ELA) among gifted students. By identifying the factors contributing to their underachievement, this research directly addresses academic disparities and aligns with CPS's equity goals. Additionally, the study seeks to uncover barriers, such as socioeconomic status, access to resources, and instructional practices, that hinder gifted students' performance. Understanding these factors will inform strategies to eliminate obstacles and ensure all students receive the necessary support to succeed. Furthermore, this student-centered case study tailors educational practices to diverse learning styles, providing personalized support and promoting equity for all students.

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?

My research activities are accessible by first ensure that research materials, such as consent forms and questionnaires, are provided in clear, concise language. I ensure these documents are available in large print and digital formats compatible with assistive technologies, making them easier to read and understand.

For in-person data collection, I selected the classrooms that teachers are already using on a daily basis that are physically accessible, including wheelchair access. If virtual meetings are conducted, I use platforms that meet accessibility standards and the familiar district dsw`.

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

yes

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?

I will share my findings in a debriefing with the school community.

Research Activities**Start Date of Recruitment**

01/06/2025

End Date of Recruitment

01/31/2025

Please provide the date that you will begin primary data collection

02/03/2025

Please provide the end date of primary data collection

02/28/2025

Please provide the date that you will begin analysis

03/10/2025

Please provide the end date of analysis

05/30/2025

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

10/31/2025

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

Academic article

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?

No

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)?

No

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 compliant with SOPPA: <https://cps.app.learnplatform.com/new/public/tools>

Study Population

Will you be submitting a secondary Data Request?

No

RRB Protocol Number

2024-1993

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

Study Subject Inclusion Criteria

none

*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

*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

Gifted and Talented

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

The improvement of gifted students' performance on the ELA IAR scores may be beneficial for several stakeholders. First and foremost, underachieving gifted students may have the benefit of experiencing an increase in intrinsic motivation and positive feedback loop, where the experience of success increases the confidence and motivation that leads to further academic achievement. Theoretically, the idea behind gifted programs is to support the development of students with high-abilities in different areas to reach their fullest potential, which includes the closure of the academic achievement gap for underachieving students. Additionally, teachers are also stakeholders who may have an advantage with the improvement on ELA IAR scores. The benefit for teachers may include validation of the instructional practices implemented in the classroom and the opportunity to share their strategies with other teachers who have similar needs. The development of a professional learning community from these teachers could be a viable collaborative opportunity for other teachers who support underachieving gifted students. Lastly, school leaders are also stakeholders that may benefit from increased scores. The improvement of data will act as a vehicle to advocate for more opportunities, resources, and expectations for underachieving gifted students. So, the improvement on the scores may demonstrate the effectiveness of equitable resources, access to opportunities, and high expectations that schools provided to students.

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

The potential risks are minimal as the subjects will be observed in their daily routines.

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

Participant names will be replaced with unique identifiers to ensure confidentiality. Participants will be provided with clear and comprehensive information about the study, including potential risks and benefits, before providing informed consent.

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

If any signs of distress are observed, I will immediately pause the study and provide support or reassurance as needed.

Will you compensate study subjects?

No

Study Recruitment

Outline every aspect of the recruitment process for teacher participants.

Potential participants will be recruited through a multi-faceted approach. Personalized letters will be sent to potential participants, clearly outlining the study's purpose, time commitment, and potential benefits. The selection process will prioritize participants with relevant experience, expertise, and diverse backgrounds to ensure a rich and comprehensive dataset. Once selected, participants will be contacted to schedule interviews and classroom observations at mutually convenient times, minimizing disruptions to their teaching schedules.

Throughout the recruitment and data collection process, I will maintain open communication, respect, and professionalism to foster a positive and collaborative relationship with participants.

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

Interview Procedures.docx Misc/Other
Notification Letter.docx Support Letters

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

Teacher_Confidential_Consent.docx Consent Forms

Deleted Attachments: 1 (Most Recent: Teacher_Confidential_Consent.docx on 11/20/2024 12:20 PM ET)

Identify study team members who will recruit subjects.

Researcher-Colbi Holliday

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?

No

ISSRA

For more information on ISSRA, click here.

Is any aspect of this research subject to ISSRA?

No

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

Principal Letter_Andrew
Carnegie Elementary
School.docx

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.

To ensure the privacy of research subjects, stringent measures will be implemented throughout all stages of the study. During recruitment, potential participants will be approached through anonymized channels, such as general email lists. Personal information will not be collected at this stage.

Once potential participants express interest, they will be provided with a detailed information sheet outlining the study's purpose, procedures, potential risks, and benefits. The information sheet will emphasize the confidentiality of all data collected and the anonymity of participants in any publications or presentations.

Informed consent will be obtained from each selected participant. This process will be conducted in a private setting, and the consent form will clearly outline the participant's rights, including the right to withdraw from the study at any time without penalty.

All data collected during interviews, observations, and surveys will be de-identified to remove any personally identifiable information. Data will be stored securely on password-protected devices and encrypted cloud storage. Access to the data will be restricted to authorized research personnel.

To further protect participant privacy, any publications or presentations resulting from the study will not include any personally identifiable information. Data will be aggregated and analyzed to maintain anonymity.

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

All data collected during interviews, observations, and surveys will be de-identified to remove any personally identifiable information. Data will be stored securely on password-protected devices and encrypted cloud storage. Access to the data will be restricted to authorized research personnel. To further protect participant privacy, any publications or presentations resulting from the study will not include any personally identifiable information. Data will be aggregated and analyzed to maintain anonymity.

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.

Thematic analysis will be used to analyze the qualitative data. Data will be coded using a combination of inductive and deductive coding techniques. Initially, a preliminary coding framework will be developed based on the research questions and existing literature. As data is analyzed, new codes may emerge inductively, and the coding framework will be refined iteratively. Codes will be assigned to specific segments of the data, such as interview transcripts or field notes. The coding process will be conducted by the primary researcher. The coding keys and links to codes will be stored securely on a password-protected computer and backed up on an encrypted cloud storage system. Access to the coding keys and links will be restricted to the primary researcher. To maintain confidentiality and protect participant privacy, the coding keys and links will be deleted after the completion of the research project and the final publication of the findings.

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

06/13/2024

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

CPS RRB/Data Request ePay System

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

RRB Protocol #

2024-1993

Payment Confirmation Number

20000377

Load Initial Submission into IRBManager
- Submitted 11/20/2024 12:25 PM ET by System, The

Research Office Pre-Review
- Submitted 11/19/2024 3:12 PM ET by Corson, Adam

Pre-Review

RRB Number

2024-1993

Ready for Review

Ready for Review

Type of Review

Administrative

Primary Reviewer

Corson, Adam

Review Due Date

11/19/2024

Comments for Reviewer

N/A

Supplementary Site Output

609837 - Andrew Carnegie Elementary School

School Contacts

Pollard, Docilla

Email: DPollard1@cps.edu

Phone:

Administrative Processor

Corson, Adam

Email: ACorson1@cps.edu

Phone:

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.

Administrative / Ad-Hoc Review
- Submitted 11/19/2024 3:13 PM ET by Corson, Adam

Administrative / Ad-Hoc Review

Review Outcome					
Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Corson, Adam		11/19/2024	11/19/2024	

Reviewer Notes

Post-Administrative / Ad-Hoc Processing
- Submitted 11/19/2024 3:20 PM ET by Corson, Adam

Office Processing

Verify Reviewer Determination

Revise and Resubmit

Follow-up Required?

Follow-up Not Required

Reason for Rejection

Please upload a copy of the interview protocol you will use with teachers

--

Please upload a Parent Notification Letter regarding your planned observations.

--

Please update the planned data destruction plan listed in the consent forms. Data should be destroyed at the end of the project, or no later than 5 years.

--

Please remove references to administrative data that is not public. Given the small sample size, you will not be able to utilize assessment data for the specific cohort, and should rely on publicly available data (IAR, i-Ready, school report card data, department specific reports, etc.)

Please note: the text you enter here will appear in communications sent to the researcher. Please make sure your feedback is clear, complete, and correct (complete sentences, appropriate grammar, etc.).

Administrative Processing of Revise and Resubmit
- Submitted 11/25/2024 2:38 PM ET by Corson, Adam

Administrative Processing

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

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

Re-submission Date

11/20/2024

Requested Revisions Completed?

Requested Revisions Completed

Administrative Comments

No answer provided.

Administrative Determination

Approve

Approval Actions

Simple Approval

Approval Date

11/25/2024

Approval Period in Number of Months

12

Notes for Letter

No answer provided.

Background Check Determination

Reviewer Background Check Recommendation

N/A

Display Proposed Study Participants

Teachers

Display Study Interventions

Interviews

Observations

Display Study Contacts

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

CPS Staff Background Check

Justification for Background Check

No Add'l background check required.

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.

Determination Letter Finalization

- Submitted 11/25/2024 2:41 PM ET by Corson, Adam

Review Generated Letter and Confirm Before Sending

RRB

2024-1993

Study Title

Recommendations for Solving the Problem of Low Achievement Scores in English Language Arts on the Illinois Assessments of Readiness Among Gifted Students at Carnegie Elementary School in Illinois

Principal Investigator

Holliday, Colbi

Email: CMHolliday@cps.edu

Phone:

Redisplayed Board Determination

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#2024-1993- Holliday 2024-11-25.docx	Determination Letter	11/25/2024

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 10/30/2024

Output Background Check Level

N/A

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
------	------	-----------------------------

Holliday, Colbi	Principal Investigator	Missing
-----------------	------------------------	---------

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

CPS Staff Background Check

Background Check Level Justification

No Add'l background check required.

Other Notes in Letter

N/A

RRB Meeting Date for Acknowledgment of Final Determination

12/06/2024

Please select the next meeting date of the RRB.

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

12/20/2024

Consent

Title of the Project: Recommendations for Solving the Problem of Low-Performing Scores in English Language Arts on the Illinois Assessments of Readiness at Andrew Carnegie Elementary School in Illinois.

Principal Investigator: Colbi Holliday/Doctoral Candidate, School of Education, Liberty University

Key Information about the Research Study

You are invited to participate in a research study. To participate, you must be a 3rd, 4th, or 5th grade gifted teacher at Andrew Carnegie Elementary School.

Things you should know:

- The purpose of the study is to improve low-performing scores in ELA amongst gifted students. If you choose to participate, you will be asked to participate in an interview. This will take approximately 1 hr. Additionally, your classroom will be observed for approximately 45 minutes.
- Taking part in this research project is voluntary. You do not have to participate, and you can stop at any time.

Please read this entire form and ask questions before deciding whether to participate in this research.

What is the study about and why is it being done?

The purpose of the study is to provide recommendations to improve the low-performing scores of gifted students.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:

1. Participate in an in-person or virtual, audio-recorded interview that will take no more than 1 hour.
2. Grant access to your classroom for an observation that will take no more than 45 minutes.

How could you or others benefit from this study?

Participants should not expect a direct benefit from participating in this study.

Benefits to society include [description of expected benefits to society/your discipline/the literature].

What risks might you experience from being in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be kept confidential by replacing names with pseudonyms.
- Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data collected from you may be [used in future research studies] [and/or] [shared with other researchers]. If data collected from you is reused or shared, any information that could identify you, if applicable, will be removed beforehand.
- Data will be stored on a password-locked computer. The researcher and members of her doctoral committee will have access to the data. After three years, all electronic records will be deleted and/ all hardcopy records will be shredded.
- Recordings will be stored on a password-locked computer. The researcher and members of her doctoral committee will have access to the recordings. After three years, the recordings will be deleted.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University or Chicago Public Schools. If you decide to participate, you are free not to answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address/phone number in the next paragraph. Should you withdraw, data collected from you will be destroyed immediately and not included in this study.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and want to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) ensures that human subjects research will be conducted ethically as defined and required by federal regulations. The topics covered and viewpoints

expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record/video-record me as part of my participation in this study.

Printed Subject Name

Signature & Date

Printed Subject Name

Printed LAR Name and Relationship to Subject

LAR Signature

Date

Dear Potential Participant,

As a doctoral candidate in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The purpose of my research is to provide recommendations to improve the low-performing scores of gifted students in ELA. I am writing to invite you to join my study.

Participants must be a 3rd, 4th, or 5th grade gifted teacher at Andrew Carnegie Elementary School. Participants will be asked to take part in a one-on-one, audio-recorded, in-person or virtual interview. It should take approximately 1 hour to complete the interview. Additionally, your classroom will be observed for approximately 45 minutes. Participation will be completely anonymous, and no personal, identifying information will be collected.

To participate, please complete the attached consent form and return it by email (cmholliday@cps.edu) or handing it to Ms. Milsap your gifted coordinator. The consent document contains additional information about my research.

Sincerely,

Colbi Holliday
Doctoral Candidate
cmholliday@cps.edu

Consent

Title of the Project: Recommendations for Solving the Problem of Low-Performing Scores in English Language Arts on the Illinois Assessments of Readiness at Andrew Carnegie Elementary School in Illinois.

Principal Investigator: Colbi Holliday/Doctoral Candidate, School of Education, Liberty University

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Benefits to society include [description of expected benefits to society/your discipline/the literature].

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- Data collected from you may be [used in future research studies] [and/or] [shared with other researchers]. If data collected from you is reused or shared, any information that could identify you, if applicable, will be removed beforehand.
- Data will be stored on a password-locked computer. The researcher and members of her doctoral committee will have access to the data. After three years, all electronic records will be deleted and/ all hardcopy records will be shredded.
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What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address/phone number in the next paragraph. Should you withdraw, data collected from you will be destroyed immediately and not included in this study.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and want to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) ensures that human subjects research will be conducted ethically as defined and required by federal regulations. The topics covered and viewpoints

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☐ The researcher has my permission to audio-record/video-record me as part of my participation in this study.

Printed Subject Name

Signature & Date

Printed Subject Name

Printed LAR Name and Relationship to Subject

LAR Signature

Date

Dear Potential Participant,

As a doctoral candidate in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The purpose of my research is to provide recommendations to improve the low-performing scores of gifted students in ELA. I am writing to invite you to join my study.

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To participate, please complete the attached consent form and return it by email (cmholliday@cps.edu) or handing it to Ms. Milsap your gifted coordinator. The consent document contains additional information about my research.

Sincerely,

Colbi Holliday
Doctoral Candidate
cmholliday@cps.edu



SCHOOL OF EDUCATION

September 23, 2024
Colbi Money
Doctoral Candidate - Ed.D. Curriculum & Instruction

To whom it may concern:

This letter is to confirm that Colbi Money is a doctoral student in good standing in the Doctor of Education in Curriculum & Instruction at Liberty University.

In accordance with the Applied Research Doctoral Program requirements, we find the study does not require IRB approval.

Because the capstone projects are focused on an educational site-specific quality improvement plan and not original research, they are not considered human subjects research. However, if the capstone project population includes minors, communication with the project site regarding whether parental permission will be needed must be documented before proceeding with surveys, interviews, and/or focus groups.

It is understood that this study is not generalizable and will not be published or shared outside of the scope of the project requirements. As a result, capstone projects do not require IRB review and approval. This means the candidate may begin the research with the data-safeguarding methods mentioned in the Capstone Project proposal.

If you have any questions, please email us at SOEDocReview@liberty.edu.

Sincerely,

Anita Satterlee

Anita G. Satterlee, Ed.D.
Administrative Chair Doctoral Programs
School of Education
Professor
(434) 582-2465

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UNIVERSITY

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Interview Procedures

One approach used to collect data in this study will be semi-structured interviews. This approach will allow for interview questions to be pre-determined, but also allows for follow-up questions to be asked to participants to seek clarification on their responses. Conducting the interviews will provide information and perspective of the root cause for the low ELA scores amongst gifted students and how teachers and the coordinator could help solve the problem. Purposeful sampling will be used to obtain participants that directly speak to the research problem. The five interviewees include four gifted teachers and one gifted coordinator. The participants will be selected based on their insight into the underachieving gifted students experience in ELA and the assessment results measuring students' mastery of skills.

Interviews will be conducted off campus in one-on-one, video chat format. Standard interview protocol will be utilized during the interview. Each interview will be scheduled at the participant's convenience within the allotted timeframe. Each interview will last at least 1-hour and will be recorded. Recordings will be transcribed immediately after the interviews are conducted for data analysis.

Once the interviews are transcribed, the transcripts will be reviewed, and coding will be used to determine the categories and themes. Categorization and coding will be appropriate data analysis methods as the questions aligned with the literature related to the study (Claxton & Michael, 2020). This data analysis method will also provide data for the development of the table of codes, which established what qualified as an entry for a particular theme and what did not. Coding the data required reviewing the transcript from each interview to pinpoint the recurring themes that emerged. To answer the central question, How can the problem of gifted students' low achievement scores on the third grade English Language Arts (ELA) Illinois Assessment of

Readiness (IAR) be solved at Andrew Carnegie Elementary School in Illinois?, data will be collected qualitatively via 10 semi-structured interview questions. Once participants consent to participate in the study, the following 10 questions will be utilized for the interviews (see Interview Questions).

Interview Questions

1. What are challenges that teachers face when instructing gifted students in ELA?

The purpose of this question is to understand the challenges teachers face and identify the barriers that impact effective instruction and learning for gifted students. A teacher's perspective on instructing advance learners will provide a clearer understanding of the support's educators need to ensure academic growth for gifted students (Kenney et al., 2024). By asking the question, the researcher seeks to gain a practical understanding of the daily obstacles and complexities teachers face in the classroom.

2. What resources are currently available to you help gifted students succeed in ELA?

The purpose of this question is to identify available resources, such as tools, programs, and materials that support the academic and personal growth of gifted students. Access to differentiated resources and support systems can empower gifted students to take greater control of their learning and enhance their performance in ELA through advanced instructional methods (Kreamer et al., 2020). The researcher aims to understand the availability and use of resources specifically designed for gifted students in the classroom.

3. What are the expectations for differentiating instruction for gifted students in ELA?

The purpose of this question is to explore the expectations of how teachers tailor their instructional practices to engage gifted students to ensure academic success in ELA. During Tier I instruction, the systemic approach of monitoring students' progress and providing flexible

ability grouping found a positive impact on reducing the excellence gap amongst gifted students (Meyer, Shen, & Plucker, 2024). The researcher was seeking to understand detailed information to improve instructional strategies for gifted students, which enhances their academic performance in ELA.

4. What factors are contributing to the low achievement scores in ELA amongst gifted students?

The purpose of this question is to collect diverse perspectives on the root causes of the problem. There are many different factors that can impact underachieving gifted students such as development of abilities, socioeconomic status, presence/absence of caregivers, access to learning resources, and access to instructional interventions (Jung et al., 2022). By identifying these factors, the expectation is to explore the targeted instructional strategies and interventions to address the specified factors that led to the problem.

5. How are current interventions being implemented to enhance the ELA experiences of gifted students?

The purpose of this question is to identify current instructional practices that teachers use to support the academic growth of gifted students. Research shows a positive impact on students' academic growth when teachers use a range of teaching practices to achieve the best learning experiences for gifted students (VanTassel-Baska et al., 2020). The researcher aims to understand the day-to-day instructional practices that influences gifted students' academic achievement.

6. Describe the support you are given to effectively instruct gifted students in ELA.

The purpose of this question is to identify whether teachers have the necessary knowledge and resources to effectively teach and support gifted students. Effective professional development supports teachers in building their capacity around gifted best practices, while also

supporting them in applying their new knowledge to enhance either teaching practices (Kenney, et al. 2024). The researcher seeks to identify potential gaps in training and support for teachers who instruct gifted students.

7. How does gifted students use feedback to monitor their own progress?

The purpose of this question is to understand the methods used by students to reflect and grow on their learning experiences. Studies show that the use of self-regulation intervention and self-regulation learning strategies, specifically for gifted students, are effective in narrowing the gap of achievement for underachieving students (Desmet & Pereira, 2022; Desmet et al., 2022). By asking this question, the frequency and opportunity for students to reflect on their learning will be evident.

8. How are ELA skills formatively assessed for gifted students throughout the year?

The purpose of this question is to understand how students' ELA skills are monitored throughout the school year. Shifting the use of formative assessments from "informal, and unplanned" to "planned, with learning targets and activities", allows for a more targeted instructional approach led by data (Lyon et al., 2020). By asking this question, the frequency and intentionality of formative assessments used in the classroom should be evident.

9. How do you measure levels of engagement in ELA amongst underachieving gifted students?

The purpose of this question is gaining an insight of the levels of engagement by underachieving gifted students in ELA. Students' engagement in the classroom is an essential indicator of students' academic achievement (Steenbergen-Hu et al., 2020; Desmet et al., 2022).). This engages the exploration of the strategies being used to foster engagement in ELA for underachieving gifted students.

10. What additional support would you like to see in order to support the ELA development of gifted students?

The purpose of this question is to understand the professional learning experiences for teachers around developing gifted students' ELA skills. Professional learning experiences designed specifically for teachers who support gifted learners offers a variety of support outside of proficiency level, such as coaching or mentoring (Spoon et al., 2022). The aim is to understand the level of support teachers receive to build their capacity within their classrooms.

Dear Parents/Guardians,

I hope this message finds you well. My name is Colbi Holliday, and I am currently pursuing my doctorate in education. As part of my capstone project, I am conducting a case study to explore strategies to improve student achievement in English Language Arts (ELA) for gifted learners. This work is closely aligned with our collective goal of fostering a supportive and enriching educational environment for all students.

To gather insights for my research, I will be observing classroom teaching practices at Andrew Carnegie Elementary School for a short period of time on [insert date(s)]. My observations will focus solely on instructional strategies and methods used in the classroom, and no individual student will be singled out or identified in my notes.

Please rest assured that I will strictly adhere to all district and school policies regarding classroom observations and confidentiality. The purpose of this visit is to understand how teaching practices contribute to student engagement and learning outcomes, and my presence will not interfere with the normal flow of classroom activities.

If you have any questions or concerns regarding my observation, please feel free to reach out to me at colbi.holliday@gmail.com. Your support and collaboration are greatly appreciated as we work together to create an optimal learning environment for our students.

Thank you for your understanding and cooperation.

Sincerely,
Colbi Holliday
Doctoral Candidate
Liberty University

Consent

Title of the Project: Recommendations for Solving the Problem of Low-Performing Scores in English Language Arts on the Illinois Assessments of Readiness at Andrew Carnegie Elementary School in Illinois.

Principal Investigator: Colbi Holliday/Doctoral Candidate, School of Education, Liberty University

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Please read this entire form and ask questions before deciding whether to participate in this research.

What is the study about and why is it being done?

The purpose of the study is to provide recommendations to improve the low-performing scores of gifted students.

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I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record/video-record me as part of my participation in this study.

Printed Subject Name

Signature & Date

Printed Subject Name

Printed LAR Name and Relationship to Subject

LAR Signature

Date

Andrew Carnegie Elementary School
1414 E 61st Pl
Chicago, IL 60637

Mrs. Roberson,

I am writing to asking your permission to conduct applied research at Andrew Carnegie Elementary school. This research is a requirement for partial fulfillment of my doctoral program at Liberty University. The purpose of my research is to solve the issue of low achievement scores in English Language Arts on the Illinois Assessments of Readiness (IAR) among gifted students. The central research question is: How can the problem of gifted students' low achievement scores on the 3rd grade English Language Arts (ELA) Illinois Assessment of Readiness (IAR) be solved?

The proposed data collection methods will include interviews with the teachers who teaches gifted students, an observation of each of their classroom practices, and an analysis of the documents of the assessment scores on the IAR for ELA and iReady ELA for the previous three years. I plan to collect data between January and June of this school year.

Before I can conduct this research, I need a letter of permission from the school leadership. I kindly ask that you provide me with a letter stating that you grant permission for me to conduct this study.

Sincerely,

Colbi Holliday

Colbi Holliday



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

11/25/2024

Colbi Holliday

Dear Holliday,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your proposal and has approved your request to conduct this research, including the submitted modifications dated 11/20/2024 to your research project, titled: Recommendations for Solving the Problem of Low Achievement Scores in English Language Arts on the Illinois Assessments of Readiness Among Gifted Students at Carnegie Elementary School in Illinois.

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: CPS Staff Background Check

Other Notes: No Add'l background check required.

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 #2024-1993. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

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

Sarah Dickson
Co-Chair, Research Review Board