



Evaluation of Strategies to Address Unfinished Learning in Math (ReSolve Math Study)

Appendix B

Math Teacher Survey Consent Form and Survey (Spring)

May 2023

ReSolve Math Study

Teacher Survey **Spring 2024/2025/2026**



Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used by the U.S. Department of Education, its contractors, and collaborating researchers only for statistical purposes. Reports will summarize findings across the sample and will not associate responses with specific school or individual. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **xxxx-xxxx**. The approximate time required to complete the survey is estimated to be 25 minutes including time for reviewing instructions, looking for necessary information, and completing questions. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Institute of Education Sciences, 550 12th Street, SW, Washington, DC 20202.

Dear Teacher:

The ReSolve Math Study is a groundbreaking national study designed to test **whether consistent and intensive use of digital math products as a complement to teacher-led instruction can accelerate 4th and 5th graders' math learning**. Your participation is voluntary, but your response is critical for producing valid and reliable data. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can.

The survey will take about **25 minutes** to complete. As a token of appreciation for your time, you will receive **\$25** for completing this survey.

Below are the answers to some general questions concerning your participation.

What is the purpose of this survey?

The purpose of this survey is to obtain information about you, your teaching experience, and your instructional practices. The survey also asks for your perceptions of students' learning experience.

Who is conducting this survey?

The ReSolve Math Study was commissioned by the U.S. Department of Education's Institute of Education Sciences. The study is being led by MDRC (a nonprofit, nonpartisan research organization that has been doing work in the education and social policy field since 1974), and the study survey is being administered by Westat (a research firm with expertise in survey research and data collection in education and other areas since 1963).

Why should I participate in this survey?

Policymakers and educational leaders rely on findings from studies like this to inform their decisions on approaches to addressing unfinished learning among students in elementary school. The current project will fill a critical gap in the research on the consistent use of digital math products to complement core teacher-led instruction and the best instructional approaches these products can take in helping students to catch-up.

Will my responses be kept confidential?

Yes. Your responses are protected from disclosure by the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183. The study team will present the information collected as part of this study in an aggregate form and will not associate responses to any of the people who participate. We will not provide information that identifies you or your school to anyone outside the study team except as required by law. Your

responses will be used only for statistical purposes. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony.

Will my information ever be used in the future for other studies?

Yes. The study team may share the data we collected from the study with other researchers to use in their work, but those records will not contain your name or any other information that could identify you. You are agreeing now to sharing this information for future research purposes.

What are the benefits to me of being in the survey?

There are no direct benefits to you for participating in the survey. However, you are helping educators learn how to support students’ math learning.

What are the risks to participation?

There are few risks involved other than accidental disclosure of information. MDRC and Westat have safeguards in place to ensure respondents’ confidentiality, including restricted access to survey data and separating identifying information such as teacher and school names from survey responses. All study team members sign a confidentiality pledge, and all staff with access to identifiable study data have received clearance from the U.S. Department of Education and are subject to severe legal consequences for any breach of confidentiality. Any data that identifies you will be destroyed at the end of the study. If you have any questions about your rights as a research volunteer, contact the study team at ReSolveMath@mdrc.org or <Toll free numbers>.

How will my information be reported?

The information you provide will be combined with the information provided by other teachers in statistical reports. No individual data that links your name, e-mail address, or school with your responses will be included in the statistical reports.

Thank you for your cooperation in this very important effort!

Yes, I agree to participate in this survey

No, I do not agree to participate

ReSolve Math

Teacher Survey

Spring 2024/2025/2026

Section 1. Teaching Assignment

[PROGRAMMER: When piping in the appropriate school years and school year ranges, please consult the following chart and insert the years according to the cohort that the school is part of and the year of participation.]

	Year 1	Year 2
Cohort 1	2023-2024	2024-2025
Cohort 2	2024-2025	2025-2026

For example, when there is a parenthesis like (SY 2023-24/SY 2024-25/SY 2025-26), you would pick ONE of the ranges based on the cohort and the year of participation]

1-1. This school year (SY 2023-24/SY 2024-25/SY 2025-26), do you teach students in any of the following grade levels?

	Yes, I teach this level	No, I do not teach this level
01 Grade 4	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 Grade 5	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If neither Grade 4 nor Grade 5 question were marked “yes” in question 1-1, then skip to a screen confirming grades selected before exiting the survey.]

1-2. This school year (SY 2023-24/SY 2024-25/2025-26), do you teach mathematics?

- 01** Yes
- 02** No

[PROGRAMMER: *If question 1-2 was marked “no”, then skip to a screen confirming they do not teach mathematics before exiting the survey.]*

Section 2. Math Instruction

[PROGRAMMER: For the remainder of the survey, please restore a reference to 4th or 5th grade based on the respondent’s answers to question 1-1. If the respondent teaches both 4th and 5th grade, restore 4th during Year 1 of the study (SY 2023-24/2024-25) and 5th during Year 2 of the study (2024-25/2025-26)]

2-1. This school year (SY 2023-24/SY 2024-25/SY 2025-26), how often do you teach [4th / 5th] grade math?

- 01** Daily
- 02** Every other day (e.g., block schedule)
- 03** Once per week
- 04** Something else (please describe): [TEXTBOX]

2-2. On average, how long are the [4th / 5th] grade math classes you teach?

Your best estimate is fine. Please report your answer in minutes.

[NUMERIC TEXTBOX] minutes [bound between 1 and 120, inclusive]

2-3. In an average week this school year, how often has your math instruction for a typical [4th / 5th] grade student you teach focused on:

	None or almost none of the time	Less than half of the time	About half of the time	More than half of the time	All or almost all of the time
01 Below-grade-level-math content	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
02 Grade-level-math content	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
03 Above-grade-level-math content	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Section 3. Use of Supplemental Digital Math Products

SUPPLEMENTAL DIGITAL MATH PRODUCTS are computer-based or online programs that provide students with mathematics instruction or practice, **and which are not curriculum materials**. **CURRICULUM MATERIALS** are instructional materials intended to constitute a full, comprehensive course of study for a particular subject and grade level.

3-1. The following questions focus on supplemental digital math products your [4th / 5th] grade students have used this school year (SY 2023-24/SY 2024-25/SY 2025-26), in school and outside of school hours. Please answer these questions to the best of your awareness.

This school year, have any of your [4th / 5th] grade students used one or more supplemental digital math products either in school or outside of school?

- 01** Yes
- 02** No
- 03** I don't know

[PROGRAMMER: If question 3-1 was marked “yes”, then continue; if question 3-1 was marked “no”, skip to question 3-16; else skip to 4-1]

3-2. This school year (SY 2023-24/SY 2024-25/SY 2025-26), to the best of your awareness, which of the following supplemental digital math products have at least one of your [4th / 5th] grade students used, either in school or outside of school?

Supplemental digital math products	At least one of my students has used this product this year		
	Yes	No	Not sure
01 Assessment and Learning in Knowledge Spaces (ALEKS) (McGraw-Hill Education)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
02 BrainPOP	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
03 Bridges Intervention	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
04 ck-12	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
05 DeltaMath	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
06 Desmos	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
07 Do The Math (Scholastic/Houghton Mifflin Harcourt)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
08 Dreambox	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
09 enVision MATH: Diagnosis and Intervention System (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

10	Freckle (Renaissance Learning)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
11	Go Math! Intervention	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
12	Greg Tang Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
13	Illustrations (NCTM)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
14	ImagineLearning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
15	i-Ready (Curriculum Associates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
16	Istation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
17	IXL Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
18	Kahoot!	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
18	Khan Academy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
19	LearnZillion	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
20	MathXL for School (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
21	MobyMax	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
22	Reflex	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
23	Splash Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
24	ST Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
25	Starfall	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
26	Study Island (Edmentum)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
27	SuccessMaker (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
28	XtraMath	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
29	Zearn	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
30	Other (please specify): [TEXTBOX]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

[PROGRAMMER: If question 3-2 indicates any products were used this year, then ask:]

3-3. This school year (SY 2023-24/SY 2024-25/SY 2025-26), to the best of your awareness, did your [4th / 5th] grade students use the following supplemental digital math product(s) IN SCHOOL?

Select all that apply.

At least one of my students used this product IN SCHOOL this year
[PROGRAMMER: Pipe in the names of any products selected 'YES' in 3-2] 1 <input type="checkbox"/>

[PROGRAMMER: If question 3-2 indicates any products were used this year, then ask:]

3-4. This school year (SY 2023-24/SY 2024-25/SY 2025-26), to the best of your awareness, did your [4th / 5th] grade students use the following supplemental digital math product(s) OUTSIDE OF SCHOOL?

Select all that apply.

At least one of my students used this product OUTSIDE OF SCHOOL this year	I do not know if any of my students used this product OUTSIDE OF SCHOOL this year
[PROGRAMMER: Pipe in the names of any products selected 'YES' in 3-2] 1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If question 3-3 indicates products were used IN SCHOOL this year, then ask:]

3-5. Math instructional time includes any time during the school day that is specifically dedicated for students to learn math. It includes whole class instruction, small group instruction, students working independently in the classroom, and supplemental instructional periods—such as pull-out instruction or intervention time—that are dedicated to math. It does not include special periods, such as computer time, that could be used for instruction in any subject.

When during the school day did your [4th / 5th] grade students typically use the following supplemental digital math product(s) this school year?

My students typically used this product this year...	
During math instructional time	During school time that is not typically reserved for math instruction.
[PROGRAMMER: Pipe in responses from 3-3 when the student uses the product IN school] 1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If question 3-5 indicates products were used during math instructional time, then ask:]

3-6. The next set of questions focuses on the supplemental digital math products that at least one of your [4th / 5th] grade students used during math instructional time this year (SY 2023-24/SY 2024-25/SY 2025-26). Please answer these questions to the best of your awareness.

This school year, how many of your [4th / 5th] grade students used the following supplemental digital math product(s) during math instructional time?

	A few students (1-20%)	Some students (21-40%)	About half of students (41-60%)	Most students (61-80%)	Almost all or all students (81-100%)
<i>[PROGRAMMER: Pipe in responses from 3-5 when the student uses the product during math instructional time]</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

[PROGRAMMER: If question 3-5 indicates products were used during instructional time, then ask:]

3-7. For each of the following supplemental digital math products, please think of a typical [4th / 5th] grade student who uses it, and indicate how often this typical student used the product during math instructional time this school year?

	Less than monthly	Monthly	2-3 times per month	Once per week	2-4 times per week	Every day
<i>[PROGRAMMER: Pipe in responses from 3-5 when the student uses the product during math instructional time]</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

[PROGRAMMER: If question 3-7 indicates products were used Once per week, 2-4 times per week, or Every day, then ask:]

3-8. For each of the following supplemental digital math products, please think of a typical [4th / 5th] grade student who uses it, and indicate how many MINUTES PER WEEK this typical student used the product(s) during math instructional time this school year.

Your best estimate is fine.

	Minutes per week
<i>[PROGRAMMER: Pipe in responses from question 3-7, where responses = Once per week, 2-4 times per week, or Every day]</i>	[NUMERIC TEXTBOX]

[PROGRAMMER: If question 3-7 indicates products were used Once per week, 2-4 times per week, or Every day, then ask:]

3-9. For each of the following supplemental digital math products, please think about all the [4th / 5th] grade students who use it, and indicate how many students stayed on-task while using the product(s) during math instructional time in a recent typical week.

	No students	A few students (1-20%)	Some students (21-40%)	About half of students (41-60%)	Most students (61-80%)	Almost all or all students (81-100%)	I was not present when students used this product
[PROGRAMMER: Pipe in products for which question 3-7 = Once per week, 2-4 times per week, or Every day. For each product, display the following items:]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>

[PROGRAMMER: If question 3-7 indicates products were used Once per week, 2-4 times per week, or Every day, then ask:]

3-10. Please indicate the reasons why at least one of your [4th / 5th] grade students used the following supplemental digital math product(s) during math instructional time this school year.

[PROGRAMMER: Pipe in products for which question 3-7 = Once per week, 2-4 times per week, or Every day. For each product, display the following items:]	Yes	No
Students used [pipe in product name] because...		
01 ... they needed additional instruction in below-grade-level content	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 ... they needed additional instruction in on-grade-level content	1 <input type="checkbox"/>	2 <input type="checkbox"/>
03 ... they were ready to move ahead to above-grade-level content	1 <input type="checkbox"/>	2 <input type="checkbox"/>
04 ... they needed more practice on a specific mathematical skill	1 <input type="checkbox"/>	2 <input type="checkbox"/>
05 ... the school or district required that they use it	1 <input type="checkbox"/>	2 <input type="checkbox"/>
06 Other (please specify): [TEXTBOX]	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If question 3-7 indicates products were used Once per week, 2-4 times per week, or Every day, then ask:]

3-11. Have you ever participated in any training or professional development (PD) on how to use the following supplemental digital math products?

[PROGRAMMER: Hover over definition to be displayed on “training or professional development (PD)” in the stem and response grid headers: “Training or professional development includes live instruction or recorded videos or demonstrations about how to use the product. It could be required by your school or district or something you do on your own. It does not include reviewing the user manual, Google searches, or troubleshooting.”]

	I participated in training or PD on how to use this product	I did NOT participate in training or PD on how to use this product
[PROGRAMMER: Pipe in products for which question 3-7 = Once per week, 2-4 times per week, or Every day. For each product, display the following items:]	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If question 3-11 indicates the respondent participated in training for a product, then ask:]

3-12. Please estimate the number of hours you participated in training or professional development (PD) on how to use this product.

Your best estimate is fine.

[PROGRAMMER: Hover over definition to be displayed on “training or professional development (PD)” in the stem and response grid headers: “Training or professional development includes live instruction or recorded videos or demonstrations about how to use the product. It could be required by your school or district or something you do on your own. It does not include reviewing the user manual, Google searches, or troubleshooting.”]

	Number of hours of training or PD
[PROGRAMMER: Pipe in products that the respondent has been trained to use from question 3-11]	[NUMERIC TEXTBOX] hours

[PROGRAMMER: If question 3-7 indicates products were used Once per week, 2-4 times per week, or Every day, then ask:]

3-13. Please indicate how much you agree with the following statements about the following supplemental digital math product(s) that at least one of your students used during math instructional time this year.

<i>[PROGRAMMER: Pipe in products for which question 3-7 = Once per week, 2-4 times per week, or Every day. For each product, display the following items:]</i>	Strongly disagree	Disagree	Agree	Strongly agree
[pipe in product name] ...				
<p>01 ... is a good use of instructional time <i>[Programmer: Please include a hover-over definition for “instructional time”: “Math instructional time includes any time during the school day that is specifically dedicated for students to learn math. It includes whole class instruction, small group instruction, students working independently in the classroom, and supplemental instructional periods—such as pull-out instruction or intervention time—that are dedicated to math. It does not include special periods, such as computer time, that could be used for instruction in any subject.”]</i></p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 ...helps my students access grade level content	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 ...is a good complement to the rest of my instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 ...helps my students shore up essential math skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05provides data that help me individualize instruction for students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

[PROGRAMMER: If question 3-7 indicates products were used Once per week, 2-4 times per week, or Every day, then ask:]

3-14. During this school year, how often have you used data from the following supplemental digital product(s) to individualize instruction for your [4th / 5th] grade students?

	Less than monthly	Monthly	2-3 times per month	Once per week	2-4 times per week	Every day
[PROGRAMMER: Pipe in products for which question 3-7 = Once per week, 2-4 times per week, or Every day.]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

[PROGRAMMER: If question 3-5 indicates that any products were used during math instructional time, then ask:]

3-15. To what extent have the following factors been a challenge to using supplemental digital math products with your students this school year?

When answering this question, please consider all of the supplemental digital math products your [4th / 5th] grade students use during math instructional time this year.

	Not a challenge	Minor challenge	Moderate challenge	Major challenge
01 Students' limited technology skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 My own limited technology skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Poor Internet connection or bandwidth	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 Lack of availability of computers or devices for students to use	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 Limited opportunities to participate in professional development on how to use supplemental digital math products	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
06 Lack of alignment between the content contained in the supplemental product and the content I need to teach	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
07 Competing priorities for how instructional time should be used	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
08 Challenges with students staying on-task when using supplemental digital math products	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
09 Lack of district or school leader support for using supplemental digital math products	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
10 Students don't like using the available supplemental digital math products	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

[PROGRAMMER: If question 3-1 was marked “no”, then ask:]

3-16. What are the top three reasons your [4th / 5th] grade students have not used supplemental digital math products this school year?

- 01 My students’ limited technology skills
- 02 My own limited technology skills
- 03 Poor Internet connection or bandwidth
- 04 There aren’t enough computers or devices for students to use
- 05 I don’t have opportunities to participate in professional development on how to use supplemental digital math products
- 06 I am not able to find supplemental products that are aligned to the content I need to teach
- 07 Supplemental digital math products are not a good use of instructional time
- 08 Students don’t stay on-task when using supplemental digital math products
- 09 My school leader doesn’t support using supplemental digital math products
- 10 I don’t have time to figure out how to use supplemental digital math products in my instruction
- 11 My school or district does not allow me to use supplemental materials in my math instruction
- 12 My students don’t like using the available supplemental digital math products
- 13 Another reason that is not listed (*please specify*)

[PROGRAMMER: If question 3-4 indicates products were used OUTSIDE OF SCHOOL this year, then ask:]

3-17. The next set of questions focuses on the supplemental digital math products that your [4th / 5th] grade students used outside of school this year (SY 2023-24/SY 2024-25). Please answer these questions to the best of your awareness.

This school year, how many of your [4th / 5th] grade students used the following supplemental digital math products OUTSIDE OF SCHOOL?

Your best estimate is fine.

	A few students (1-20%)	Some students (21-40%)	About half of students (41-60%)	Most students (61-80%)	Almost all or all students (81-100%)	I don’t know
[PROGRAMMER: Pipe in responses from question 3-4, Column B]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

[PROGRAMMER: If question 3-4 indicates products were used OUTSIDE OF SCHOOL this year, then ask:]

3-18. For each of the following supplemental digital math products, please think of a typical [4th/ 5th] grade student who uses it outside of school, and indicate how often this typical student used the product outside of school I this school year? Your best estimate is fine.

	Less than monthly	Monthly	2-3 times per month	Once per week	2-4 times per week	Every day	I don't know
[PROGRAMMER: Pipe in responses from question 3-4, Column B]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>

[PROGRAMMER: If question 3-18 equals Once per week, 2-4 times per week, or Every day, then ask:]

3-19. For each of the following supplemental digital math products, please think of a typical [4th / 5th] grade student who uses it outside of school, and indicate how many MINUTES PER WEEK this typical student used the product OUTSIDE OF SCHOOL?

Your best estimate is fine.

	Minutes per week	I don't know
[PROGRAMMER: Pipe in responses from question 3-17, where responses = Once per week, 2-4 times per week, or Every day]	[NUMERIC TEXTBOX]	1 <input type="checkbox"/>

Section 4. Individualizing Math Instruction

4-1. This section focuses on how you individualized math instruction for the [4th / 5th] grade students you are teaching this school year (SY 2023-24/SY 2024-25/SY 2025-26). The questions are about all the sources of information you use in your instruction, not only the information you may receive from any supplemental digital math products you use.

Were any of the following sources of information about your [4th / 5th] grade students AVAILABLE to you this school year?

[PROGRAMMER: Randomize the first four response options. Two or three items should remain at the end of the series: 05/Results from diagnostic tests that measure achievement, possibly 06/progress data provided by the supplemental digital math products, and 07/Other.]

	This information WAS available to me	This information WAS NOT available to me
01 Results from prior-year (SY 2022-23/SY 2023-24/SY 2024-25) grade-level tests required for accountability purposes	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 Results from assessment materials I created (e.g., tests, quizzes, assignments, projects)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
03 Results from materials provided as part of my mathematics curriculum (e.g., tests, quizzes, assignments, projects)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
04 Conversations with parents or guardians	1 <input type="checkbox"/>	2 <input type="checkbox"/>
05 Results from diagnostic tests that measure students' achievement growth (e.g., MAP, i-Ready or STAR)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<i>[PROGRAMMER: Include this item only for teachers who respond that their students use a supplemental product during math instructional time in question 3-5]</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
06 Progress data provided by the supplemental digital math products your students use	1 <input type="checkbox"/>	2 <input type="checkbox"/>
07 Other (please specify): [TEXTBOX]	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If any data sources in question 4-1 are available, then ask:]

4-2. Of the available sources of information, which have you used to individualize math instruction for the [4th / 5th] grade students you are teaching this school year?

	I used it to individualize instruction	I did NOT use it to individualize instruction
[PROGRAMMER: Pipe in responses from 4-1]	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If more than one data source in question 4-2 is used, then ask:]

4-3. Please rank the usefulness of these data sources when individualizing instruction for the [4th / 5th] grade students you are teaching this school year?

Drag and drop items to indicate their ranked order.

Please rank the most useful source as 1.

[PROGRAMMER: Display data sources used for individualizing instruction from 4-2 to allow respondent ranking]

[PROGRAMMER: If any data sources in question 4-1 are available, then ask:]

4-4. Please consider all of the sources of information about students that are available to you. This school year, how often did you use any of the sources of information for the following purposes in your [4th / 5th] grade math instruction?

	Not at all	1-5 times a year	Once a month or every other month	2-3 times a month	Once a week or more	I don't know
01 To tailor the content of instruction to individual students' needs, interests, and/or pace	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
02 To develop recommendations for tutoring or other educational support services for particular students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
03 To group students within my class(es)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
04 To offer students extended learning opportunities (e.g., extended-day programs, Saturday classes, or an extended school year)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
05 To assess students' prior knowledge and skills to facilitate students' connection to new material and skill development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
06 To set expectations/goals for students' achievement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
07 To monitor individual students' progress and their understanding of key concepts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
08 To reflect on and discuss their learning with students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

4-5. This school year, how often did you use the following practices with students in your typical [4th /5th] grade math class?

	Never or almost never	1-5 times a year	Once a month or every other month	2-3 times a month	Once a week or more
01 Have students use a variety of learning materials (e.g., books, computer software) to accommodate their needs, interests, and learning pace	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
02 Have students learn material in different ways within a single instructional period (e.g., listening to me present to the whole class, working in small groups, working independently)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
03 Have students work on different topics than their classmates at the same time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Section 5. Student Engagement in Math Instruction

5-1. This section focuses on the extent to which students were engaged in learning activities during your math classes this school year (SY 2023-24/SY 2024-25/SY 2025-26).

How many students in your [4th /5th] grade math class(es) typically...

	None or a few students (0-20%)	Some students (21-40%)	About half of students (41-60%)	Most students (61-80%)	Almost all or all students (81- 100%)
01 ... go through their work for math class and make sure that it's right	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
02 ... think about different ways to solve a problem	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
03 ... try to understand their mistakes when they get something wrong	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
04 ... would prefer to be told the answer rather than do the work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
05 ... do more than required in class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

5-2. How many students in your [4th /5th] grade math classes typically...

	None or a few students (0-20%)	Some students (21-40%)	About half of students (41-60%)	Most students (61-80%)	Almost all or all students (81- 100%)
01 ... stay focused	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
02 ... put effort into learning math	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
03 ... keep trying even if something is hard	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
04 ... complete their homework on time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
05 ... participate in class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

5-3. How many students in your [4th / 5th] grade math classes typically...

	None or a few students (0-20%)	Some students (21-40%)	About half of students (41-60%)	Most students (61-80%)	Almost all or all students (81- 100%)
01 ... look forward to math class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
02 ... enjoy learning new things about math	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
03 ... want to understand what is learned in math class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
04 ... feel frustrated in math class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
05 ... think math class is boring	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Section 6. Perceptions of Intervention Products

[PROGRAMMER: Ask Section 6 only for treatment teachers who indicated their students used Freckle or i-Ready in school in question 3-3 during Year 2 of data collection.]

6-1. You used [Freckle/i-Ready] as a supplemental digital math product in your math classroom this school year (SY 2024-25/SY 2025-26). This section focuses on the information and instruction provided by this product.

This school year, did you notice differences in how [Freckle/i-Ready] operated across students, beyond the personalization of their pathway?

- 01** Yes
- 02** No

[PROGRAMMER: If question 6-4 was marked “yes”, then ask:]

6-2. Please briefly describe any differences you noticed.

[TEXTBOX] DIFFERENCES

[PROGRAMMER: If question 6-4 was marked “yes”, then ask:]

6-3. Did you make any changes to your instruction as a direct result of these differences?

- 01** Yes
- 02** No

Section 7. About You

[PROGRAMMER: *If the respondent completed a baseline survey, then skip Section 7 and go to the exit screen]*

7-1. Now we'd like to learn more about your past teaching experience.

Last year (SY 2022-23/SY 2023-24/SY 2024-25), did you teach 4th or 5th grade mathematics?

- 01** Yes
- 02** No

[PROGRAMMER: *If question 7-1 was marked "yes" then ask:]*

7-2. Last year (SY 2022-23/SY 2023-24/SY 2024-25), did you teach mathematics to the 4th grade, 5th grade, or both?

- 01** I taught 4th grade mathematics last year
- 02** I taught 5th grade mathematics last year
- 03** I taught both 4th and 5th grade mathematics last year

[PROGRAMMER: *For question 7-3 – 7-5, please restore a reference to 4th or 5th grade based on the respondent's answers to question 7-2. If the respondent taught both 4th and 5th grade, restore 4th during Year 1 of the study (SY 2023-24; SY 2024-25) and 5th during Year 2 of the study (SY 2024-25; SY 2025-26)]*

7-3. SUPPLEMENTAL DIGITAL MATH PRODUCTS are computer-based or online programs that provide students with mathematics instruction or practice, and which are not curriculum materials. CURRICULUM MATERIALS are instructional materials intended to constitute a full, comprehensive course of study for a particular subject and grade level.

In the [4th / 5th] grade math classes you taught last year (SY 2022-23/SY 2023-24/SY 2024-25), did your students use one or more supplemental digital math products during the school day?

- 01** Yes
- 02** No
- 03** I don't know

[PROGRAMMER: If question 7-3 is “yes” then ask:]

7-4. In the [4th / 5th] grade math classes you taught last year (SY 2022-23/SY 2023-24/SY 2024-25), did at least some students use any of the following supplemental digital math products during the school day?

	YES, at least some students used this product	NO, students did NOT use this product
01 Freckle	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 i-Ready (Curriculum Associates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
03 Other supplemental math product(s) (please specify): [TEXTBOX]	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If there is an affirmative response to 7-4 then ask:]

7-5. For each of the following supplemental digital math products, please think of a typical [4th/ 5th] grade student who used it, and indicate how often this typical student used the product during math instructional time last school year (SY 2022-23/SY 2023-24/SY 2024-25)?

Your best estimate is fine.

Supplemental digital math products	Less than monthly	Monthly	2-3 times per month	Once per week	2-4 times per week	Every day
[PROGRAMMER: Pipe in products used from question 7-4]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

7-6. These final questions are about you and your teaching experience.

Across your entire career, including the current school year (SY 2023-24/SY 2024-25/SY 2025-26), for how many years have you served as a teacher?

Round to the nearest whole number. Do not include student teaching.

[NUMERIC TEXTBOX] YEARS

7-7. In what area(s) are you certified to teach?

	Yes, I am certified	No, I am not certified
01 Elementary education	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 English learners (K-12)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
03 Special education	1 <input type="checkbox"/>	2 <input type="checkbox"/>
04 Mathematics	1 <input type="checkbox"/>	2 <input type="checkbox"/>
05 Other K-12 subject area(s)	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If “other” is indicated in question 7-7 then ask:]

7-8. In what other area(s) are you certified to teach?

[RESPONSE TEXTBOX] SUBJECTS

[PROGRAMMER: If Mathematics was marked “yes” in question 7-7 then ask:]

7-9. Did you have to pass a subject-specific licensure test in mathematics to be certified to teach mathematics?

- 01** Yes
- 02** No

7-10. What is the highest degree you have earned?

- 01** High School Diploma or a GED
- 02** Associate degree
- 03** Bachelor’s degree (examples: BA, BS)
- 04** Master’s degree (examples: MA, MAT, MBA, MEd, MS.)
- 05** Educational specialist or professional diploma (at least one year beyond master’s level)
- 06** Doctorate or first professional degree (examples: PhD, EdD, JD)

[PROGRAMMER: If an Associate degree, Bachelor’s degree, Master’s degree, Educational specialist or professional diploma, or a Doctorate or first professional degree was marked in question 7-10 then ask:]

7-11. Do you have an undergraduate degree in any of the following?

Select all that apply.

- 01** Mathematics
- 02** Education
- 03** Other

[PROGRAMMER: If a Master's degree, Educational specialist or professional diploma, or a Doctorate or first professional degree was marked in question 7-10 then ask:]

7-12. Do you have a graduate degree in any of the following?

Select all that apply.

- 01** Mathematics
- 02** Education
- 03** Other

[PROGRAMMER: Ask all respondents who did not complete a baseline survey:]

7-13. Did you participate in a teacher preparation program before becoming a classroom teacher?

- 01** Yes
- 02** No

[PROGRAMMER: If Yes was marked in question 7-13 then ask:]

7-14. Which of the following teacher preparation programs did you complete?

Select all that apply.

- 01** Undergraduate program
- 02** Post-baccalaureate program
- 03** Post-baccalaureate alternative certification program (e.g., TFA, TNTP, or a training program run by your school district)
- 04** Other (please specify): [TEXTBOX]