



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

Appendix C
School Leader Consent Form and Survey

May 2023

ReSolve Math Study

School Leader Survey 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 a 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 15 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 School Leader:

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 **15 minutes** to complete. As a token of appreciation for your time, you will receive **\$20** 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 4th and 5th grade math instruction at your school.

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 per 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 school leaders 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

Instructional Leader Survey

Spring 2024/2025/2026

Section 1. Math Instruction

[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. The first questions are about curriculum materials. Curriculum materials are instructional materials intended to constitute a full, comprehensive course of study for a particular subject and grade level. Curriculum materials do NOT include supplemental digital math products (e.g., intervention materials).

During this school year (SY 2023-24/SY 2024-25/SY 2025-26), has your school or district made any 4th or 5th grade math curriculum materials available to teachers for instruction?

01 Yes

02 No

[PROGRAMMER: Include hover-over definition on “supplemental digital math products” as follows: “Supplemental digital math products are computer-based or online programs that provide students with mathematics instruction or practice, and which are not curriculum materials.”]

[PROGRAMMER: If question 1-1 was marked “yes”, then ask:]

1-2. During this school year (SY 2023-24/SY 2024-25/SY 2025-26), which of the following 4th or 5th grade mathematics curriculum materials have your school or district made available to teachers?

Please select all curriculum materials that are available to teachers WHETHER THEY USE THEM OR NOT.

[PROGRAMMER: do not randomize]

Curriculum materials	Available for 4th grade math instruction	Available for 5th grade math instruction
01 Big Ideas Math: Modeling Real Life – 2019 (Big Ideas Learning, LLC)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 Bridges in Mathematics (Math Learning Center)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
03 Common Core Coach (Triumph Learning or School Specialty, Inc)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
04 Connecting Math Concepts (McGraw-Hill Education)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
05 EngageNY (NYSED)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
06 enVision Math - 2012 (Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
07 enVision Math 2.0 - 2016 (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
08 enVision Math – 2020 (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
09 Eureka Math (Great Minds)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
10 Everyday Math - 2016 (McGraw Hill Education)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
11 Everyday Math 4 – 2020 (McGraw Hill Education)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
12 Fishtank Plus or Fishtank Math (Fishtank Learning)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
13 Go Math (Houghton Mifflin Harcourt)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
14 Illustrative Math K-5 (Kendall Hunt) (Imagine Learning, formerly LearnZillion) (McGraw Hill)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
15 Into Math (Houghton Mifflin Harcourt)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
16 Investigations in Number, Data and Space 3 rd Edition – 2017 (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
17 Math Expressions - 2013 (Houghton Mifflin Harcourt)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
18 Math Expressions - 2018 (Houghton Mifflin Harcourt)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
19 Math in Focus (Houghton Mifflin Harcourt)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
20 My Math - 2014 or 2018 (McGraw-Hill Education)	1 <input type="checkbox"/>	2 <input type="checkbox"/>

21	My Math – 2020 (McGraw-Hill Education)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
22	ORIGO Stepping Stones 2.0 --2017 (ORIGO Education)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
23	ORIGO Stepping Stones 2.0 – 2022 (ORIGO Education)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
24	Ready or i-Ready Classroom Mathematics (Curriculum Associates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
25	Reveal Math, Common Core Edition (McGraw-Hill Education)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
26	Saxon Math (Houghton Mifflin Harcourt)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
27	Singapore Math (Marshall Cavendish Education Pte Ltd)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
28	Zearn (Zearn, Inc)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
29	Other (please specify): [TEXTBOX]	1 <input type="checkbox"/>	2 <input type="checkbox"/>

1-3. Next, we would like to learn about 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.

During this school year (SY 2023-24/SY 2024-25/SY 2025-26), has your school or district made any supplemental digital math products AVAILABLE to teachers for 4th or 5th grade math instruction, WHETHER THEY USE THEM OR NOT?

- 01 Yes
- 02 No

[PROGRAMMER: If question 1-3 was marked “yes”, then ask:]

1-4. To the best of your awareness, which of the following supplemental digital math products has your school or district made available for 4th or 5th grade math instruction this school year?

Please select all supplemental digital math products that you are aware are AVAILABLE to teachers WHETHER THEY USE THEM OR NOT.

[PROGRAMMER: do not randomize items]

Supplemental digital math products	Available for 4 th grade math instruction	Available for 5 th grade math instruction
01 Assessment and Learning in Knowledge Spaces (ALEKS) (McGraw-Hill Education)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 BrainPOP	1 <input type="checkbox"/>	2 <input type="checkbox"/>
03 Bridges Intervention	1 <input type="checkbox"/>	2 <input type="checkbox"/>

04	ck-12	1 <input type="checkbox"/>	2 <input type="checkbox"/>
05	DeltaMath	1 <input type="checkbox"/>	2 <input type="checkbox"/>
06	Desmos	1 <input type="checkbox"/>	2 <input type="checkbox"/>
07	Do The Math (Scholastic/Houghton Mifflin Harcourt)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
08	Dreambox	1 <input type="checkbox"/>	2 <input type="checkbox"/>
09	enVision MATH: Diagnosis and Intervention System (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
10	Freckle (Renaissance Learning)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
11	Go Math! Intervention	1 <input type="checkbox"/>	2 <input type="checkbox"/>
12	Illuminations (NCTM)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
13	ImagineLearning	1 <input type="checkbox"/>	2 <input type="checkbox"/>
14	i-Ready (Curriculum Associates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
15	Istation	1 <input type="checkbox"/>	2 <input type="checkbox"/>
16	IXL Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>
17	Kahoot!	1 <input type="checkbox"/>	2 <input type="checkbox"/>
18	Khan Academy	1 <input type="checkbox"/>	2 <input type="checkbox"/>
19	LearnZillion	1 <input type="checkbox"/>	2 <input type="checkbox"/>
20	MathXL for School (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
21	MobyMax	1 <input type="checkbox"/>	2 <input type="checkbox"/>
22	Reflex	1 <input type="checkbox"/>	2 <input type="checkbox"/>
23	Splash Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>
24	ST Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>
25	Starfall	1 <input type="checkbox"/>	2 <input type="checkbox"/>
26	Study Island (Edmentum)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
27	SuccessMaker (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
28	XtraMath	1 <input type="checkbox"/>	2 <input type="checkbox"/>
29	Zearn	1 <input type="checkbox"/>	2 <input type="checkbox"/>
30	Other (please specify): [TEXTBOX]	1 <input type="checkbox"/>	2 <input type="checkbox"/>

1-5. 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.

To the best of your awareness, which of the following supplemental digital math products have 4th or 5th grade math teachers used with at least one student during math instructional time this school year?

Please select all supplemental digital math products that you are aware teachers used WHETHER THE SCHOOL OR DISTRICT MAKES THEM AVAILABLE OR NOT.

[PROGRAMMER: do not randomize items]

Supplemental digital math products	Used for 4th grade math instruction	Used for 5th grade math instruction
01 Assessment and Learning in Knowledge Spaces (ALEKS) (McGraw-Hill Education)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 BrainPOP	1 <input type="checkbox"/>	2 <input type="checkbox"/>
03 Bridges Intervention	1 <input type="checkbox"/>	2 <input type="checkbox"/>
04 ck-12	1 <input type="checkbox"/>	2 <input type="checkbox"/>
05 DeltaMath	1 <input type="checkbox"/>	2 <input type="checkbox"/>
06 Desmos	1 <input type="checkbox"/>	2 <input type="checkbox"/>
07 Do The Math (Scholastic/Houghton Mifflin Harcourt)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
08 Dreambox	1 <input type="checkbox"/>	2 <input type="checkbox"/>
09 enVision MATH: Diagnosis and Intervention System (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
10 Freckle (Renaissance Learning)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
11 Go Math! Intervention	1 <input type="checkbox"/>	2 <input type="checkbox"/>
12 Illuminations (NCTM)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
13 ImagineLearning	1 <input type="checkbox"/>	2 <input type="checkbox"/>
14 i-Ready (Curriculum Associates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
15 Istation	1 <input type="checkbox"/>	2 <input type="checkbox"/>
16 IXL Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>
17 Kahoot!	1 <input type="checkbox"/>	2 <input type="checkbox"/>
18 Khan Academy	1 <input type="checkbox"/>	2 <input type="checkbox"/>

19	LearnZillion	1 <input type="checkbox"/>	2 <input type="checkbox"/>
20	MathXL for School (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
21	MobyMax	1 <input type="checkbox"/>	2 <input type="checkbox"/>
22	Prodigy	1 <input type="checkbox"/>	2 <input type="checkbox"/>
23	Reflex	1 <input type="checkbox"/>	2 <input type="checkbox"/>
24	Splash Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>
25	ST Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>
26	Starfall	1 <input type="checkbox"/>	2 <input type="checkbox"/>
27	Study Island (Edmentum)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
28	SuccessMaker (Savvas Learning Company, formerly Pearson)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
29	XtraMath	1 <input type="checkbox"/>	2 <input type="checkbox"/>
30	Zearn	1 <input type="checkbox"/>	2 <input type="checkbox"/>
31	Other (please specify): [TEXTBOX]	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: For every item in 1-5 used by 4th and/or 5th grader teachers, ask:]

1-6. Please indicate how much you agree with the following statements about the following supplemental digital math product(s) that [4th/5th] grade math teachers used with at least one of their students during math instructional time this year.

<i>[PROGRAMMER: Pipe in products available to 4th and/or 5th graders as indicated in question 1-5:]</i>	Strongly disagree	Disagree	Agree	Strongly agree
01 ...is a good use of instructional time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 ...helps 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 teacher instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 ...helps students shore up essential math skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 ...provide data that help teachers individualize instruction for students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

[PROGRAMMER: if at least one product was selected in 1-5, ask:]

1-7. To what extent have the following factors been a challenge to [4th/5th] grade teachers using supplemental digital math products during math instructional time this school year? When responding, please consider all the supplemental digital math products you are aware of teachers using with at least some of their 4th or 5th grade students in your school, even if they are not provided by the school or district.

	Not a challenge	Minor challenge	Moderate challenge	Major challenge
01 Teachers' limited technology skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 Lack of alignment between the content students learn in digital math products and the content teachers are trying to teach	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Competing priorities for how instructional time should be used <i>[Programmer: Please include a hover-over definition for "instructional time": "Math instructional time includes any time that is specifically dedicated for students to learn math. It includes whole class instruction, small group instruction, 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>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 Teachers using products that do not contribute to student learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 Teachers not implementing the products they use in the way recommended by the developer	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
06 Teachers not having enough time to access training on how to use the products	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
07 Teachers not using the products provided by the school or district	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

[PROGRAMMER: For question 1-8 and 1-9, please restore a reference to 4th or 5th grade based on the year of the study: restore 4th during Year 1 of the study (2023-24/2024-25) and 5th during Year 2 of the study (2024-25/2025-26) to align with the focal student cohort for the study]

1-8. During this school year (SY 2023-24/SY 2024-25/SY 2025-26) has your school implemented any of the following instructional strategies to help [4th/5th] grade students catch up on or accelerate learning in math?

	Yes	No
01 Teach less new content, focusing on the most important knowledge and skills needed for each grade level or course	1 <input type="checkbox"/>	2 <input type="checkbox"/>
01 Teach material from prior grade levels at the beginning of the year, focusing mainly on content that was not previously taught or that students were struggling with	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 Teach material from prior grade levels “just-in-time” throughout the year, focusing mainly on the most critical aspects needed at the moment for students to proceed with the current grade-level content	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[PROGRAMMER: If multiple strategies were marked “yes” in question 1-8, then ask:]

1-9. Which of those instructional strategies have teachers used the most for [4th/5th] grade math learning this school year?

[PROGRAMMER: Only present options reflecting responses to question 1-8 along with an “04 They’ve been used equally” option:]

- 01** Teach less new content, focusing on the most important knowledge and skills needed for each grade level or course
- 02** Teach material from prior grade levels at the beginning of the year, focusing mainly on content that was not previously taught or that students were struggling with
- 03** Teach material from prior grade levels “just-in-time” throughout the year, focusing mainly on the most critical aspects needed at the moment for students to proceed with the current grade-level content
- 04** They’ve been used equally

Section 2. About You and Your School

2-1. Departmentalized instruction is when teachers teach multiple classes of different students in one or more core academic subjects (math, ELA, science, social studies).

During this school year (SY 2023-24/SY 2024-25/SY 2025-26), did your school provide departmentalized instruction in math for one or more grade levels?

- 01 Yes
- 02 No

[PROGRAMMER: If question 2-1 was marked “yes”, then ask:]

2-2. During this school year (SY 2023-24/SY 2024-25/SY 2025-26) did your school provide departmentalized instruction for math in the following grades?

	Provided in this grade	NOT provided in this grade
01 Grade 4	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02 Grade 5	1 <input type="checkbox"/>	2 <input type="checkbox"/>

2-3. Now we’d like to learn more about you and your school.

What is your job title?

Select the best response.

- 01 Principal
- 02 Assistant or Vice Principal
- 03 Math department head/chair
- 04 Math coach
- 05 Lead math teacher
- 06 Other (please specify): [TEXTBOX]

2-4. Including the current school year, how long have you worked in this job?

[NUMERIC TEXTBOX] YEARS

2-5. Do you have an *undergraduate* degree in mathematics?

- 01 Yes
- 02 No

2-6. Do you have a *graduate* degree in mathematics?

01 Yes

02 No