



2026–27 HB 1416 Ratio Waiver List Rubric and Resources

HB 1416 RWL Rubric

2026–27 TEA HB 1416 Ratio Waiver List Rubric

Section	Focus	Vendor Score
Prerequisites	Webinar Attendance	Y/N
	Vendor Application Guide	Y/N
Supplements Instruction Requirements & Bilingual Supports	Product provides at least 30 hours of supplemental instruction	Y/N
	Product includes at least one weekly session of computerized instruction	Y/N
	Lesson guides indicate at least 90% of TEKS coverage	Y/N
	Product provides resources for emergent bilingual students	Y/N
	LEAs in Texas currently use product(s)	Y/N
	Evidence (1-2 peer reviewed research documents) indicates that product is more effective than individual or group instruction (i.e., high fidelity usage of the product yields higher student outcomes than students who did not use the product) is present	Y/N
TEA approves product for TTU Review		Y/N
Progress Monitoring (6/6 “Yes” Required)	Formative Assessments per grade level / content area	Y/N
	Summative Assessments per grade level / content area	Y/N
	Progress monitoring data focused on teachers as an audience	Y/N
	Progress monitoring data focused on admin as an audience	Y/N
	Monitoring records frequency by minute/hour/day	Y/N
	Monitoring records growth trends over specified time periods	Y/N
Scoring Rationale		
Student Independence (3/3 High-Level Required)	Product provides robust lesson adjustment support that allows students to get individualized reteaching supports without teacher intervention	High-level, Medium-level, Low-level of supports in this area
	Product provides adaptive lesson assignments based on student data (such as previous student learning outcomes)	High-level, Medium-level, Low-level of supports in this area
	Product provides feedback that supports “next steps” for students (not merely a summation student challenges / successes)	High-level, Medium-level, Low-level of supports in this area
Scoring Rationale		

Section	Focus	Vendor Score
Student Usage Targets (Yes plus 2/2 Strong Required)	Study-supported usage recommendations for specific content areas and grade levels are included in submitted study	Yes/No
	Study shows that product efficacy is demonstrated at a specific minimum dosage (e.g., 30 minutes, 3 x weekly, 5 lessons per week, 5 puzzles per week) and for a specific grade level / subject area	Strong Evidence, Moderate Evidence, Some Evidence, Weak/No Evidence
	Study shows efficacy for students who are using these products for leveling or tutoring	Strong Evidence, Moderate Evidence, Some Evidence, Weak/No Evidence
Scoring Rationale		
Product Efficacy Variables Across Populations/ Grade Levels (2/2 Strong Evidence Required)	Evidence of product's effectiveness across multiple educational settings (large group vs small group / rural vs urban) is present	Strong Evidence, Moderate Evidence, Some Evidence, Weak/No Evidence
	Evidence of the product's effectiveness in improving academic achievement or performance for students with multiple characteristics (at-risk, emergent bilingual, and economically disadvantaged students) is present	Strong Evidence, Moderate Evidence, Some Evidence, Weak/No Evidence
Scoring Rationale		
Quality of Research: Research Execution	Independent researcher (not vendor) conducted the research submitted	Y/N
	Submitted research includes interventions that were conducted entirely by school/district employees	Y/N
	Achievement / Performance is measured using assessments created by outside parties (not assessments created by the vendor).	Y/N
	The form of the product used in research is the same as that provided to schools/districts	Y/N
	The study sample is comprised of demographics similar to Texas public school students and includes 5+ school districts and 350+ students	Y/N
	Submitted Studies show efficacy for students using these products for leveling or tutoring	Y/N
Scoring Rationale		

Section	Focus	Vendor Score
Quality of Research: Research Design / Research Sources	The research defines and measures fidelity in use of the product compared to its intended applications with strong reliability	Y/N
	The study uses a high-quality design and implementation of an experimental design (if this = yes, then quasi experimental = yes and correlational = yes)	Y/N
	The study uses a high-quality design and implementation of a quasi-experimental design (if this = yes, then correlational = yes and logic model = yes)	Y/N
	The study uses a high-quality design and implementation of a correlational design(if yes, then logic model = yes)	Y/N
	The study uses a high-quality design and implementation of an empirically based logic model	Y/N
	The study demonstrate statistically significant positive effects on the relevant outcome(s)	Y/N
	The sample attrition is even across treatment and control groups	Y/N
	The submitted research includes the length of treatment, and aligns that with claims about usage metrics for efficacy	Y/N
Scoring Rationale		
Final Score on Research Sources (Using definitions from What Works Clearinghouse)		1–4
Additional Notes		
All scoring is based on what vendors submitted as evidence and is not a review of the entire product.		

HB 1416 Ratio Waiver List Rubric Definitions of High, Medium, and Low for Student Independence Portion of the Rubric

Student Independence Variable	High	Medium	Low
Product provides robust lesson adjustment support that allows students to get individualized reteaching supports without teacher intervention	When the student misses more than 1 question in a row within a specific construct area, the program responds with targeted videos, animations, and scaffolded questions focused on that same area. The program continues to provide support at the current mastery level for multiple questions before gradually lowering the level of questioning if needed. The program also shares this performance data with teachers to inform future student grouping and intervention planning.	When the student misses more than 1 question in a row within a specific construct area, the program responds with a video or animation and a scaffolded follow-up question targeting the same concept. If the student also misses this scaffolded question, the program immediately lowers the mastery level of subsequent questions. This performance data is shared with teachers to support future student grouping and targeted interventions.	When the student misses more than 1 question in a specific area, the program immediately lowers the mastery level of subsequent questions. While the product is adaptive, it offers limited re-teaching support.

Student Independence Variable	High	Medium	Low
Product provides adaptive lesson assignments based on student data (such as previous student learning outcomes)	The product allows teachers to assign lessons for tutoring time. The product adapts the mastery level of the questions based on data inputs from teachers. The product adapts the mastery level based on how the student did on the previous questions. The product provides on-demand scaffolds for all questions, as well as triggered scaffolds (see above).	The product allows teachers to assign lessons for tutoring time. The product adapts the mastery level based on how the student did on the previous questions. The product provides on-demand scaffolds for all questions, as well as triggered scaffolds (see above).	The product adapts the mastery level based on how the student did on the previous questions. (The product is adaptive, but it does not provide scaffolds to students to get better).
Product provides feedback that supports “next steps” for students (not merely a summation of student challenges / successes)	The product provides guidance on what made the answer right/wrong for each question. The product also provides a summary of right/wrong answers to the student and teacher. The product provides the student with a list of next lessons to attempt. The product also provides the teacher with potential next steps for this student.	The product provides a summary of right/wrong answers to the student and teacher. The product provides the student with a list of next lessons to attempt. The product also provides the teacher with potential next steps for this student.	The product provides a summary of right/wrong answers to the student and teacher. (The product only gives a summation of right and wrong answers).

HB 1416 Ratio Waiver List Definitions of Strong, Moderate, Some, and Weak/No Evidence for Student Usage Targets and Product Efficacy Variables

Area	Strong Evidence	Moderate Evidence	Some Evidence	Weak Evidence to No Evidence
Student Usage Targets	Vendor provides evidence of the claim (i.e., empirical study supported recommendations for specific content areas) through high quality peer-reviewed* research studies.	Vendor provides a moderate amount of evidence of the claim (i.e., empirical study supported recommendations for specific content areas) through research studies that may not have been peer-reviewed*.	Vendor provides some evidence of the claim (i.e., supported recommendations for specific content areas) but this tends to come through something like testimonials or opinion pieces.	Vendor provides very little evidence, or no evidence at all, for the claim. The vendor may provide a screenshot of recommendations, but no evidence that these are backed up by research.

Area	Strong Evidence	Moderate Evidence	Some Evidence	Weak Evidence to No Evidence
Product Efficacy Variables Across Populations / Grade Levels	Vendor provides evidence of the claim (i.e., here is evidence of product's effectiveness across multiple educational settings) through high quality peer-reviewed* research studies	Vendor provides a moderate amount of evidence of the claim (i.e., here is evidence of product's effectiveness across multiple educational settings) through research studies that may not have been peer-reviewed*.	Vendor provides some evidence of the claim (i.e., here is evidence of product's effectiveness across multiple educational settings), but this tends to come through something like testimonials or opinion pieces.	Vendor provides very little evidence, or no evidence at all, that the claim. The vendor may provide a screenshot of recommendations , but no evidence that these are backed up by research.

***Please note that for this submission, "peer-reviewed" means that it has undergone independent evaluation and critique by scholarly peers that hold no conflict of interest. No conflict of interest means that the company has not paid for the external review or evaluation. Furthermore, it means that the reviewer does not stand to personally benefit (socially or otherwise) from a positive review.**

Guide for HB 1416 Ratio Waiver List Product Evaluation of Effectiveness

This guide outlines the customized criteria for assessing the effectiveness of products using automated, computerized, or other automated method incorporating standards from research as well as TEA to determine whether products have demonstrated significant, measurable impacts on student learning outcomes across various demographics.

Evaluation Criteria

Tier 1 - Strong Evidence

Products reaching Tier 1 exhibit:

- **Experimental Design:** Implemented through one or more robust experimental studies.
- **Statistical Significance:** Demonstrated significant positive impacts on student outcomes.
- **Broad Student Involvement:** Inclusive of 350+ students from 5+ school districts across Texas.
- **Diverse Student Impact:** Proven effectiveness in boosting academic performance among at-risk, emergent bilingual, and economically disadvantaged students.
- **In-depth Feature Analysis:** Detailed exploration of the product features such as adaptive learning and intelligent tutoring systems, underlined by the use of learning management dashboards and data visualizations to engage students.
- **Implementation Fidelity:** Clear metrics on usage fidelity, ensuring the product is used as intended.
- **Reliability and Attrition:** High study reliability with balanced sample attrition.
- **Clear Usage Context:** Explicit description of the product's application within educational settings, specifying the roles of teachers, external personnel, or vendor staff.

Tier 2 - Moderate Evidence: Substantial Impact

Products reaching Tier 2 exhibit:

- **Quasi-Experimental Design:** One or more well-executed quasi-experimental studies.
- **Statistical Significance:** Evidence of statistically significant positive outcomes.
- Slight flexibility in the broadness of student involvement and district inclusion compared to Tier 1 but maintains a substantial representation.
- Descriptions of product features and effectiveness among diverse student groups but with allowances for slightly less comprehensive fidelity metrics.

Tier 3 - Promising Evidence: Emerging Support

Products reaching Tier 3 exhibit:

- **Correlational Design:** Studies with strong correlational designs, controlling for confounding variables.
- **Statistical Significance:** Indications of significant positive effects on student achievements.
- The focus may be on a narrower demographic or lower number of districts but still presents potential benefits.
- Product features and their application are detailed, with emerging evidence of effectiveness and implementation fidelity.

Tier 4 - Demonstrates a Rationale: Theoretical Basis

Products reaching Tier 4 exhibit:

- A theoretical framework predicting positive educational outcomes, with ongoing or planned empirical studies.
- Innovative approaches underpinned by a solid rationale, albeit without direct empirical evidence from within Texas at submission.
- A clear pathway for future evaluation, aimed at understanding the product's impact on educational outcomes.