

Section	Focus	Vendor 1
Supplemental 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 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)	Y/N
TEA approves product for TTU review		Y/N
Progress Monitoring	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
	Monitoring of TEKS progress by subject and standard	Y/N
Student Independence	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
Student Usage Targets	Study-supported usage recommendations for specific content areas	Y/N

	Study-supported usage recommendations for specific grade levels	Y/N
	Product efficacy demonstrated at a specific minimum dosage (e.g., 30 minutes, 3 x weekly) by subject and grade level	Y/N
Product Efficacy Variables Across Populations / Grade Levels	There is evidence of product’s effectiveness across educational settings with different group sizes	Y/N
	There is evidence of the product’s effectiveness across specific TEKS outcomes, detailed by subject and grade level	Y/N
	There is evidence of product’s effectiveness improving academic achievement or performance demonstrated by subject and grade level	Y/N
Research Sources	Product development is connected to research, and that research is presented in the submitted study/studies	Y/N
	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 submitted research includes a broad range of students (350+) across multiple school dsitrics or schools	Y/N
	The submitted research includes school districts (5+) in Texas	Y/N
	Evidence of product’s effectiveness improving academic achievement or performance for at-risk, emergent bilingual, and economically disadvantaged students	Y/N

	The research details the features of the product, including adaptive learning, personalization, intelligent tutoring, learning management dashboards, data visualizations, and student engagement strategies	Y/N
	The research defines and measures fidelity in use of the product compared to its intended applications	Y/N
	The study uses a high-quality design and implementation of an experimental design	Y/N
	The study uses a high-quality design and implementation of a quasi-experimental design	Y/N
	The study uses a high-quality design and implementation of a correlational design	Y/N
	The study demonstrate statistically significant positive effects on the relevant outcome(s)	Y/N
	The study sample is comprised of demographics similar to Texas public school students	Y/N
	The study demonstrates strong reliability (i.e., low measurement error)	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
Final Score on Research Sources (Using definitions from <i>What Works Clearinghouse</i>)		1-4