

Program	Level	Source							
IXL	Strong	Measuring the impact of Ixl Math and IXL ELA in Georgia Schools 2017(p.5)	Measuring the impact of Ixl Math and IXL ELA in Georgia Schools 2017(p.5)						
Contraact Tutor	Strong	James-Burdumy, S., Deke, J., Lugo-Gil, J., Carey, N., Hershey, A., Gersten, R., Newman-Gonchar, R., Dimino, J., Haymond, K., and Faddis, B. (2010). Effectiveness of Selected Supplemental Reading Comprehension Interventions: Findings From Two Student Cohorts (NCEE 2010-4015). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	WWC-Assisting Students Struggling with Reading: Rwsponse to Intervention and Multi-Tier Intervention in the Primary Grades U. S. Department of Education 2009 pg 6 Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.	†James-Burdumy, S., Mansfield, W., Deke, J., Carey, N., Lugo-Gil, J., Hershey, A., Douglas, A., Gersten, R., Newman-Gonchar, R., Dimino, J., & Faddis, B. (2009). Effectiveness of selected supplemental reading comprehension interventions: Impacts on a first cohort of fifth-grade students (NCEE 2009-4032	Large-scale randomized controlled trial with 4th graders using intelligent tutoring of the structure strategy to improve nonfiction reading comprehension. Wijekumar, K. K., Meyer, B. J. F., & Lei, P. (2012). Educational Technology Research and Development, 60(6), 987-1013. Retrieved from: https://eric.ed.gov/?id=EJ986753	WWC-Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School U.S. Department of Education 2009 pg. 6 Recommendation 3: Systematic and explicit instruction to include models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Recommendation 4: Interventions should include instruction on solving word problems based on common structures. Recommendation 5: Interventionists should be proficient in the use of visual representations and provide opportunities for students to work with visual representations.	WWC July 2016 *metaanalysis 2000-2014 Recommendations 2 and 3.	WWC - 2017 Dropout Prevention Practice Guide: Recommendation 3: Provide academic support and enrichment to improve academic performance. P. 28	WWC - 2017 Dropout Prevention Practice Guide: Recommendation 5: Personalize the learning environment and instructional process. P. 36
Professional Learning	Strong	Peer reviewed ERIC Number: EJ680019 Record Type: Journal Publication Date: 2003 Pages: N/A Abstractor: N/A Reference Count: N/A ISBN: N/A ISSN: ISSN-0742-051X Linking Teacher and Student Learning to Improve Professional Development in Systemic Reform. Fishman, Barry J.; Marx, Ronald W.; Best, Stephen; Tal, Revital T. Teaching and Teacher Education, v19 n6 p643-58 Aug 2003	Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers. REL 2007-No. 033 Pg 14	Instructional Policy and Classroom Performance: The Mathematics Reform in California. Cohen, David K.; Hill, Heather C. Teachers College Record, v102 n2 p294-343 Apr 2000	Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers. REL 2007-No. 033 Yoon, Kwang Suk; Duncan, Teresa; Lee, Silvia Wen-Yu; Scarloss, Beth; Shapley, Kathy L. Regional Educational Laboratory Southwest (NJ1)	Source: Connor, C.M., Alberto, P.A., Compton, D.L., O'Connor, R.E. (2014). Improving Reading Outcomes for Students with or at Risk for Reading Disabilities: A Synthesis of the Contributions from the Institute of Education Sciences Research Centers (NCSER 2014-3000). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, pg. 56			
iReady	Promising	Curriculum Associates (2018). Ready Efficacy: Research Ready Program Impact. Research Support for Ready and ESSA, 4-6							
Study Island	Moderate	Edmentum, Inc. (2017), ESSA Evidence-Based Intervention: Study Island in Elementary Schools							
Flocabulary	Strong	The Word Up Project, Educational Research Institute of America (2008-2009)							
Starfall	Strong	Evidenced Based Guide for Reading: Article: School-based Strategies for Narrowing the Achievement Gap: February 2017, pg. 6							
RenLearn Accelerated Math	Strong	Effective Summary pg. 5 WWC https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_pmacceleratedmath_121917.pdf pg. 5;							
USA Test Prep	Strong	https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=4981&context=dissertations	Evidenced Based Guide for Reading: Article: School-based Strategies for Narrowing the Achievement Gap: February 2017, pg. 6						

Program	Level	Source							
Pebble Go	Logic Model	Pebble Go and Multimodal Literacy 2009 (pgs. 3-6)							
Moby Max	Strong	Shavelson, R. J., Young, D. B., Ayala, C. C., Brandon, P. R., Furtak, E. M. Ruiz-Primo, M. A., Tomita, M. K., Yin, Y. (2008). <i>On the Impact of Curriculum-Embedded Formative Assessment on Learning: A Collaboration between Curriculum and Assessment Developers. In Applied Measurement in Education, 21: 295 – 314. Routledge.</i>							
ScootPad	Strong	(pg. 2) The Relative Effectiveness of Human Tutoring, Intelligent Tutoring Systems, and Other Tutoring Systems 2011 http://www.public.asu.edu/~kvanlehn/Stringent/PDF/EffectivenessOfTutoring_Vanlehn.pdf							
Fev Tutor	Strong	https://files.eric.ed.gov/fulltext/EJ1085790.pdf							
FRECKLE	Strong	Exploratory Analysis of Students' Mathematics Achievement After Using Freckle Written in partnership with WestEd							
Lucy Calkins Units of Study for Writing	Strong	WWC - https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec18_2018.pdf page 56							
Fuchs Pirate Math & Hot Math Tutoring Programs	Strong	WWW: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf Pages 76-79							