Guidance for Tutoring Data Collection Systems

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Setting up a data collection and evaluation system is a critical component of high-impact tutoring program implementation. An effective data collection system will enable progress-monitoring of the systemwide vision for tutoring and create the conditions for continuous improvement. It is important to consider all limitations or barriers to data collection while mapping out your data collection systems. It is also important to decide how the data is going to be used and whether your program has the capacity to use the data in the desired manner.

The National Student Support Accelerator has additional guidance on Measures and Data Collection in their Toolkit for Tutoring Programs.

Key Considerations

1. **What is the objective for data collection and how will the data be used?** A strong data collection strategy is an essential component of implementing any tutoring program. Timely and thoughtful data collection in tutoring programs can support program delivery in three critical ways:

   - Enable key stakeholders to monitor progress toward program outputs and outcomes

   - Understand and communicate about the impact of your tutoring program

   - Help tutors provide personalized, targeted interventions based on student needs

2. **What question(s) are you trying to answer?** Begin outlining your data collection process by outlining all the goals of your program and the inputs and outcomes associated with each. Map this out in a spreadsheet with short-term impact goals, end of program measures, and metrics (see example below).

3. **What data is already available to you, and what do you need to collect?** Based on your organization's role in relation to the students being tutored, it is important to consider whether you will have access to student-level data needed to report on outcomes and enable tutoring to provide targeted support. If you are a school or district, you may have access to the data but may need to coordinate across different departments in new ways. If you are not a school or district, you will need to coordinate with the school(s) and district(s) of the students you are tutoring to obtain data like student achievement and attendance. Map out the data you will need for the three purposes above and where that data will come from, then communicate with any stakeholders from whom you will need to collect data to ensure you have the necessary permissions and data sharing agreements in place before tutoring begins.

4. **How will you set up your data system?** The next part of developing your data strategy should involve asking a series of questions:

   - Who are the stakeholders that are or need to be involved?

   - What tools will be used to collect, analyze, and visualize the data? Are there existing reporting commitments (to funders, partners, or other stakeholders) that will impact the system that is designed?

   - Who is going to enter the data?

   - What role will the tutors play, and how can you ensure timely and accurate data collection?

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- If the tutors are collecting the data, how and when are they expected to do it? Will it be built into their schedule, and when / how will they be trained?

- If one of the goals is to allow tutors to provide personalized, targeted interventions, how will data be shared with tutors?

5. **Is what you have mapped out feasible?** Once you have mapped out your data collection strategy and blueprint for measurement, consider whether the current infrastructure has the human and technical capacity to handle it. If not, can you add this capacity, or do you need to rethink your data collection plan?

Example of Data Collection Mapping

Short-Term Impact Goal	End of Program Measure	Metric	Calculation	Data Source / Tool	Collection Frequency	Collection Entry	Collection Validation	Roles

Example of Data Collection Blueprint

Data	Source	Frequency / Dates

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