

How to Use Student Data to Improve K-12 Tutoring



EVENT SUMMARY

10 Suggested Metrics for Data Collection



Action Steps and Examples from Experts

Using data effectively helps school districts and tutoring providers ensure equitable outcomes in K-12 tutoring so more students have access to high quality personalized instruction.

A webinar hosted by the National Student Support Accelerator featured education leaders sharing the following actionable steps and examples about effective use of data.

Note: Click on specific metrics to explore relevant resources.



Screening

To determine eligibility for tutoring services



Dosage

To monitor amount of tutoring received (e.g. minutes per week)



Student Progress

To assess long-term effectiveness of tutoring



Demographics

To address disparities among different groups



Attendance

To ensure students are present at tutoring



Mastery

To analyze proficiency in specific academic standards



Tutor Support

To survey the quality of training and support tutors are receiving



Student Engagement

To evaluate student involvement during tutoring



Implementation

To ensure tutors are delivering programs as intended



Feedback from Students

To understand student experiences and relationships



“

I'd suggest **student surveys at regular intervals**—after the first four weeks, then again after eight weeks. For younger students, this might involve shading in happy faces, and for older students, it could be a Google form. Then, talk to the right students one-on-one to understand what's working and what's not.”

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– Chayne Turano, Quality & Improvement Manager
National Student Support Accelerator, Stanford University

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Action Steps for Improvement

Note: Click on specific sections to explore relevant resources.



Get the “Right” Voices at the Table

Include tutor managers, teachers, and even families in discussions about student progress and data interpretation. Be sure to identify what each person’s role is.



Disaggregate Data by Demographics

Analyze data by race, English learner status, socioeconomic background, etc. to identify and address disparities.



Create Culture of Sharing Data in Real-Time

Ensure school staff can access data immediately for informed decisions. Create opportunities for tutors, teachers, and administrators to collaborate in reviewing data and making informed decisions about instructional strategies.



“ [Disaggregated data] allows us to identify disparities and adjust accordingly. For example, one of our states realized they **weren't reaching enough students who qualified for free or reduced-price lunch**, so they adjusted their site recruitment and tutor placement efforts **to better target those students.** ”

– Anne Sinclair, Chief Learning Officer, Ampact



Develop Data Governance Policies

Establish formal decision-making processes and protocol for data quality, protection, and use to ensure effective data handling. *State-level guidance here.*



Align Assessments with Learning Objectives

Ensure that assessments given during tutoring sessions align directly with learning objectives to check for mastery. Adjust curriculum pacing and instruction based on data and student needs.



Act on Attendance, Dosage, and Relationship Data

Make adjustments based on data and surveys to ensure students receive sufficient tutoring time and engagement.



Establish Regular Meetings

Create a consistent schedule for frequent data review sessions to evaluate tutoring effectiveness over time and facilitate timely decision-making.



Utilize Student Feedback

Assess qualitative data through student surveys and feedback to improve engagement and effectiveness of tutoring sessions.



Establish a Celebratory Culture

Regularly celebrate milestones and successes within the tutoring program to boost morale and motivate staff and students to persist in the learning.



“ Using observation, recordings, and feedback from our teachers, **we identified curriculum alignment challenges.** Our partner’s curriculum specialist met with our district’s academic curriculum specialist about those particular standards, **tweaked them, and then we started to see the traction we wanted.** ”

– LaToya Blackshear, Director of Planning and Evaluation, Jackson Public Schools