

Measures & Data Collection

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Implementation Checklist	<ul style="list-style-type: none"> • Define measures of success in alignment with your logic model, including non-academic measures of impact. • Develop tools to collect data on the identified measures, including both quantitative and qualitative data. • Set benchmarks to monitor progress towards outcomes. • Put systems in place for collecting data that can be disaggregated by race, gender, IEP status, home language, and other important factors to ensure equity of services. • Meet requirements and use best practices for data privacy. • If Target is NOT Universal: Combine benchmark data with other measures to identify eligible students for tutoring
Implementation Tools	<ul style="list-style-type: none"> • Developing a Performance Measurement Plan • Examples of Data Collection Tools • Performance Management Plan Template • Student Data Privacy Guidance
Key Insights	<p>Develop a holistic data collection strategy that includes non-academic measures of impact.</p> <ul style="list-style-type: none"> • While academic improvement is the primary purpose of a tutoring program, it is not the only goal. Programs need to collect data across multiple dimensions to ensure that they are serving all students equitably, for example, and find ways to qualitatively evaluate student experiences with tutors, not just student academic growth. • Programs should collect feedback from all stakeholders (students, families, teachers, and administrators) to understand and improve program impact at all levels. While achievement data and feedback from school partners is critical, programs should always include student voices when evaluating program impact: tutoring programs exist to serve students, after all, not parents or teachers or administrators. <p>Set specific benchmarks with expected dates to help stay on track.</p> <ul style="list-style-type: none"> • Programs should set benchmarks with expected dates for all measures — not just for student growth, but also for aspects like student/tutor/teacher/parent satisfaction. Routinely reviewing data

and comparing it to benchmarks helps programs understand where they are on-track or off-track; this is critical for establishing a data-to-action cycle of insights and iterative improvements.

Align routine assessments with session targets (and, ideally, with classroom curriculum).

- Well-aligned, routine assessments can help programs quickly identify student knowledge gaps and target upcoming sessions to meet specific student needs as they emerge.
- For formative assessments to result in more student learning, tutors need time and support to review the assessment and formulate a plan to address each student's needs.

Develop systems for visualizing data for stakeholders.

- Programs should develop in-house capability for distilling data so that information can be presented in a digestible and actionable format. Some programs may have databases and utilize software such as [Tableau](#) to visualize data, while other programs that operate at a smaller scale may find it sufficient to store data in well-designed Google spreadsheets.
- Ultimately, the method chosen for visualizing data should allow for users to sort the data and easily extract insights.
- Programs should regularly gather feedback on their data collection and visualization systems and improve upon these as part of their continuous improvement processes.

Developing a Performance Measurement Plan

What is a Performance Measurement Plan?

A Performance Management Plan outlines how to assess a program's progress towards making the desired Impact defined in its Logic Model, complete with key benchmarks to hit by specific dates. It is a reusable, consistent roadmap for finding rigorous answers to questions like "Are we on track?" or "What are we doing well?" or "How can we improve?"

Why is a Performance Measurement Plan important for a tutoring program?

A clear Performance Measurement Plan lets you make improvements in a targeted, strategic way. It allows your program to:

- Measure progress towards tutoring goals and build in opportunities for reflection.
- Make important information more accessible and digestible by gathering it all in one place.
- Avoid reinventing data collection strategies every year.
- Know exactly how to structure and populate your data collection tools (e.g. what survey questions to ask).
- Set up an integrated way for your organization to intentionally review, tweak, learn, and improve its entire tutoring program year after year.
- Make annual updates to improve upon the program's underlying Logic Model.
- Preserve information architecture and maintain implementation quality as your program expands and/or founding staff are promoted from their original roles.

What are the prerequisites for designing a good Performance Measurement Plan?

Before developing specific measures for a program, it is critical to clearly define your Logic Model, which articulates with specificity how the design of a program relates to its goals. Metrics should never exist for their own sake. Instead, every metric your program measures should shed light on whether a specific Action laid out in your Logic Model is being implemented effectively enough to actually create its intended Outputs and Impact. Make sure you check out the resources for Developing a Logic Model before going any further into this toolkit.

What are the components of a Performance Measurement Plan?

- Logic Model Element: The specific aspect of your program you're measuring; either the Short-Term Impact or the Outputs outlined in your Logic Model.
- Measures: The criteria that define success; your indicators of whether a step in your Logic Model was implemented and achieved the expected results.
- Tools: The methods you're using to capture information for analysis; your procedures for collecting the data necessary to assess progress towards measures.
- Performance Expectations: The benchmarks you want to hit by a certain date; your prediction of expected progress towards measures at each stage.

How to Develop a Performance Measurement Plan

- Start with your completed Logic Model.
 - Extract the intended Impacts (Short-Term, Intermediate, or Long-Term) that will measure End-of-Program Impact. Use these for impact measures.
 - Extract the intended Outputs that you will use to track progress and performance throughout the program. Use these for monitoring measures.
- For each element (whether it is an Impact or an Output) determine whether you want to gauge the quality of that element and/or the quantity of that element. List measures that would define success in this aspect of the program, potentially by formalizing and systematizing those that are already in use by your team.
- Delineate the tool that you will use for tracking progress and performance. See a list of types of data collection and analysis tools [here](#).
- Note the time and/or frequency (or cadence) when you anticipate reviewing performance on each of the listed measures.
- With reference to past performance, performance of peer organizations, or cited research, set expectations for each indicator at each relevant time interval.

Checklist for Assessing a Performance Measurement Plan

- Are your measures aligned with the actual information you want to capture? Will they give you a complete overview of everything that matters to you?
- Are your measures feasible to implement? Are they efficient to collect, embedded in regular work routines, and minimally disruptive to everyday work?
- Are your measures consistent and accurate in their ability to reveal variation in the quality of your program's implementation and effect on students?
- Are there any redundant measures trying to capture the same information? Are all of them actually necessary? If not, which ones could you cut?

Example Performance Measurement Plan: End-of-Program Impact

A core function of a Performance Measurement Plan is assessing your program's impact after it ends. If your program takes place throughout the school year, its End-of-Program Impact goal will usually align with your [Logic Model's Short-Term Impact goal](#). Below is an example portion of a Performance Measurement Plan outlining impact measures for a tutoring program serving 9th grade students (the same program featured in the [example Logic Model](#)).

Students have increases in test scores, GPA, and other academic achievements this year

Logic Model Element: Short-Term Impact Goals	End of Program Measures	Tool	Performance Expectation
Students have increases in test scores, GPA, and other academic	Growth in baseline assessment Improvement in GPA	End-of-Year Assessment	90% of students meet expected growth

achievements this year			
Students report positive experiences throughout the program	Students enjoyed attending tutoring. Students feel they have done better in school because of the tutoring sessions. Students report that tutoring was a welcoming space.	End-of-Year Survey	Responses average 4.0 or higher on a 5-point scale.
Students gain a sense of self-efficacy	Students feel confident in their ability to learn difficult content. Students feel the tutoring program has equipped them with the skills necessary to be successful in any class.	End-of-Year Survey	Responses average 4.0 or higher on a 5-point scale.
Students, families, teachers, and schools are satisfied with the tutoring program	Student, Parent, Teacher, and Administrator Net Promoter Scores ¹	End-of-Year Survey	Net Promoter Score ¹ +40
Tutors are satisfied with their experience and become Net Promoters¹	Tutor Net Promoter Scores ¹	End-of-Year Survey	Net Promoter Score ¹ +40
<p>¹Net Promoter Score is a measurement tool to calculate satisfaction. It is calculated based on responses to the question “How likely is it that you would recommend our company/product/service to a friend or colleague?” Find out more on how to calculate Net Promoter Score in this article.</p>			

Example Performance Measurement Plan: Progress Monitoring

While End-of-Program measures can illustrate effectiveness retroactively, far more important are the monitoring measures (aligned with your Logic Model’s Outputs) that help your program stay on track towards its goals. Below is an example portion of a plan outlining ongoing, more frequent monitoring measures.

Program Outputs Goals	Sub-Area	Measures	Tool	Data Collection Cadence	Performance Expectation
Quality Tutor Training and Support	Pre-Service Training	<p>Tutors report:</p> <ul style="list-style-type: none"> • Training helped build the skills to be an effective tutor • Training reinforced the importance of holding students to high academic expectations • Clarity of expectations for delivering effective tutoring 	Survey	After Training	Responses average 4.0 or higher on a 5-point scale
	Ongoing Support	<p>Tutors report:</p> <ul style="list-style-type: none"> • Training helped build skills to be an effective tutor • Training reinforced the importance of holding students to high academic expectations 	Survey	Quarterly	Responses average 4.0 or higher on a 5-point scale
	Satisfaction	Tutors report that they would recommend this tutoring program to a qualified friend	Survey	Mid-Year End-of-Year	Net Promoter Score ² of +40
	Coaching Implementation	Average number of coaching sessions	Coaching Records	Ongoing Average	Biweekly coaching
Quality Sessions	Strong Session Implementation	<ul style="list-style-type: none"> • Tutor implements the full session structure • Tutor correctly facilitates content 	Rubric	Monthly	Tutor earns a 3 on rubric strand X by date Y

		<ul style="list-style-type: none"> • Tutor uses appropriate questioning strategies 			
	Daily Mastery of Content	Students master daily session objectives with this tutor	Exit Ticket	Daily	80% of students master objective
	Strong Relationships	Students report trusting this tutor	Survey	Quarterly	Responses average 4.0 or higher on a 5-point scale
	Attendance	Students attend this tutor’s sessions regularly	Record	Weekly	90% Attendance
	Teacher-Tutor Communication	Teachers report effective communication with this tutor	Survey	Quarterly	Responses average 4.0 or higher on a 5-point scale

²Net Promoter Score is a measurement tool to calculate satisfaction. It is calculated based on responses to the question “How likely is it that you would recommend our company/product/service to a friend or colleague? Find out more on how to calculate Net Promoter Score in [this article](#).

[Click here to download the Performance Management Plan Template.](#)

Examples of Data Collection Tools

Which of these tools do I need?

Before selecting data collection tools, define your program's [Logic Model](#), which articulates with specificity how the design of a program relates to its goals, and outline a Performance Measurement Plan aligned to that model. Your Measurement Plan defines how you will measure your program's success, and thus determines what data you need to collect.

Table of Contents

Listed below are examples of the types of data collection tools a program could use and guidance about when to use them. These are just examples; ultimately, your program's data collection tools should be tailored based on your Performance Measurement Plan.

Tool	Description	Implementation Considerations
Administrative Records and Checklists	Documentation of services. Typically used to record and demonstrate compliance.	<ul style="list-style-type: none"> Helpful to capture data related to implementation fidelity Will help you to understand which of the actions outlined in the Logic Model actually happened in practice and which did not
Rubrics	Granular performance measurements (e.g. tutor effectiveness or student performance) across a set of consistent standards.	<ul style="list-style-type: none"> Makes standards clear, giving people a roadmap for improvement Significant time must be invested in norming with those using the rubric to ensure consistent application across evaluations Can be used to measure and communicate complex levels of student learning in a rigorous and less-subjective way
Surveys <ul style="list-style-type: none"> Student Parent Teacher Administrator Tutor 	Instruments for collecting information from individuals regarding the impact and experience of the tutoring program. Best used for measuring satisfaction or shifts in efficacy and mindsets.	<ul style="list-style-type: none"> Allows you to compare subjective experiences across different people in a standardized, quantifiable, and rigorous way Easy to administer at any scale (especially digitally)

		<ul style="list-style-type: none"> • Harder to ensure completion, especially if sending out to teachers, school administrators, etc. • Due to standardization, doesn't always highlight nuance • For student surveys, make sure to consider student age, vocabulary, self-awareness, and intellectual maturity when designing the survey • Systems should be set-up to capture survey responses (e.g., Google spreadsheets, a database system, etc.) so that responses can be easily disaggregated across lines of difference (race, gender, IEP status, school site, etc.) to ensure equity in experience with tutoring • Should include both progress-monitoring surveys implemented a few times throughout the program and end-of-program surveys. Monitoring surveys help programs to get a pulse check from all stakeholders and adjust course, while end-of-program surveys help programs to summarize their end-of-year impact. The cadence of surveys should be determined in the Performance Measurement Plan.
Interviews	Assessments to understand motivations and experiences	<ul style="list-style-type: none"> • Can allow a program to better understand nuanced perspectives • Time-consuming at scale, so will likely need to rely on a representative sample, which does not include all participants
Student Work or Session Assessments	Products or assignments completed by the student	<ul style="list-style-type: none"> • Provides a more robust way to understand student learning • Can be more subjective; tutors need more training for consistency • Takes significant time to evaluate

Standardized Assessments	Tools that ask the same questions to assess student mastery of the content.	<ul style="list-style-type: none"> • Allows tutors to compare student mastery and reach a granular understanding of student achievement with minimal manual grading • Difficult to measure complex learning via multiple-choice questions • If not using an off-the-shelf assessment, work needs to be invested in developing the tool so that it is consistent across tutors
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Administrative Records and Checklists

What are administrative records and checklists for?

Administrative records typically collect information about tutoring dosage, such as session attendance per student. Checklists are more versatile, and can both be used to facilitate and to document completion of any routine task.

These tools help program supervisors keep track of what has already been done and what still needs to be completed. They are particularly helpful for collecting data on the implementation of services; this data can then be compared against your program’s Logic Model and Measurement Plan to see which of your intended actions actually happened in practice. If your program achieves results you did not expect (either negative or positive), it is critical to understand why. For example, if your tutoring did not produce the intended impact, you need to know whether this was because of a fault in your Logic Model or because the model you designed wasn’t what actually got implemented.

Example Checklist

This example checklist is for an in-school tutoring program to ensure a site administrator has followed all of the steps for starting the school year at a new partner school. Each item begins with a specific action verb to facilitate implementation.

Site administrator has completed the following steps by September 30:

- **Identified** tutoring space within the partner school
- **Reserved** tutoring space within the partner school
- **Developed** schedules for tutoring with school administrators
- **Provided** tutors access to school resources (email address, keys, copies)
- **Identified** the school data liaisons
- **Developed** a school culture plan with collaboration from school administration for integrating tutors into school culture
- **Obtained** all necessary signatures on partnership Memorandum of Understanding

- **Confirmed** that all students in the program have completed benchmark assessments for targeting tutoring
- **Met with** all collaborating teachers to orient them to the tutoring program
- **Developed** a schedule for regular meetings with collaboration teachers
- **Confirmed** that all parent consent forms have been signed for participating students
- **Developed** a sign-in procedure for tutoring sessions
- **Scheduled** ongoing dates for formal student assessments

Rubrics

What are rubrics for?

Rubrics in tutoring programs should typically be used for evaluating tutors’ effectiveness at facilitating sessions. Some programs may also choose to use rubrics as a method for evaluating student progress as well. Making rubric scores visible to the person being evaluated, whether they are a tutor or a student, helps provide clear goals for improvement. They also hold the evaluator accountable for applying consistent standards to everyone they evaluate, reducing the threat of bias.

Example Rubric

This is an example of the kind of rubric a program might use to evaluate tutors’ effectiveness at facilitating sessions.

Criteria	1) Lacking	2) Attempting	3) Foundational	4) Proficient	5) Exemplary
Tutor effectively employs tutoring facilitation strategies	The tutor does not employ tutoring facilitation strategies.	The tutor employs a variety of tutoring facilitation strategies; however, their delivery is minimally effective and/or the strategies chosen do not match the content (i.e. strategies chosen are not appropriate for the material being introduced).	The tutor employs a variety of tutoring facilitation strategies; however, their implementation is not entirely effective and/or the strategy chosen does not match the content (e.g., an analogy used is not student-friendly).	The tutor effectively employs tutoring facilitation strategies that are appropriately matched to the content.	The tutor effectively and intentionally employs tutoring facilitation strategies and thoughtfully matches the content to the strategy (e.g., there is evidence that the needs of specific students were considered).

Tutor identifies and addresses potential student misconceptions or confusions	The tutor does not address student misconceptions.	The tutor attempts to address student misconceptions; however, the misconceptions addressed are not aligned with the session learning goal.	The tutor does not fully address student misconceptions.	The tutor fully addresses student misconceptions.	The tutor fully addresses student misconceptions and uses them to promote mastery.
Tutor explains content clearly and correctly	The tutor is unclear in speech delivery and/or does not present the most important points; there are several mistakes in the content.	The tutor includes extraneous information, leading to a lack of clarity and/or there are a few mistakes in the content.	The tutor includes some extraneous information that leads to a lack of clarity and/or there is one mistake in the content.	The tutor uses economy of language in delivery and the content explained is clear and succinct.	The tutor uses economy of language; the content is clear, succinct, and explicit.

Surveys

What are surveys for?

Surveys allow you to compare subjective experiences across different people in a standardized, quantifiable, and rigorous way. The goal of a survey is to strike a balance between nuance and simplicity to ensure both usefulness and completion. Surveys can be used to quantify qualitative shifts in experiences and mindsets for all stakeholders in a tutoring program.

It should be clear to respondents whether their responses are confidential and if not, with whom their responses will be shared. Typically, progress-monitoring surveys will include the respondent's name so that tutoring program staff can follow-up with individuals to learn more about their experience, while end-of-program surveys should be anonymous as they are typically used to report out impact data.

Example Student Survey

We would appreciate your feedback on your experience working with our tutors.

Name:

School:

Please check one box per question	1	2	3	4	5
How supportive is your tutor?	Not at all supportive	A little bit supportive	Somewhat supportive	Quite supportive	Extremely supportive
How often do you understand your tutor’s explanations?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often does your tutor try a different strategy if you are having trouble understanding the lesson?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often is the goal for each tutoring session clear to you?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often does your tutor make you think critically?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
To what extent do you feel that your tutor respects your culture/background?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How respectful is your tutor towards you?	Not at all respectful	A little bit respectful	Somewhat respectful	Quite respectful	Extremely respectful

How likely are you to recommend this tutoring program to another student?

Not
Very
Likely

Very
Likely

1 2 3 4 5 6 7 8 9 10

What did you like best about tutoring?

What ideas do you have about how we could make tutoring better?

Example Parent Survey

We would appreciate your feedback on your child's experience working with our tutors.

Student Name:

Parent Name:

School Name:

Please check one box per question	1	2	3	4	5
How effective has the tutoring been for your child?	Not at all effective	A little bit effective	Somewhat effective	Quite effective	Extremely effective
To what extent has your child improved academically as a result of tutoring?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How informed do you feel you are on the safety guidelines and policies of the tutoring program?	Not at all informed	A little bit informed	Somewhat informed	Quite informed	Extremely informed
How effective has your tutor been in communicating your child's academic progress?	Not at all effective	A little bit effective	Somewhat effective	Quite effective	Extremely effective
How often did your tutor give you strategies to support your child's academic progress at home?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How positive is the relationship between your child and their tutor?	Not at all positive	A little bit positive	Somewhat positive	Quite positive	Extremely positive

How likely are you to recommend this tutoring program to another parent?

Not
Very
Likely

Very
Likely

1 2 3 4 5 6 7 8 9 10

What do you believe has been the biggest success of the tutoring program for your child?

What is the biggest piece of advice you would offer to strengthen the tutoring program?

Example Teacher Survey

We would appreciate your feedback on your experience working with our tutors.

Teacher Name:

School Name:

Please check one box per question	1	2	3	4	5
How often did sessions focus on the most critical skills that your students needed?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
To what extent has your child improved academically as a result of tutoring?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How informed do you feel you are on student progress in the tutoring program?	Not at all informed	A little bit informed	Somewhat informed	Quite informed	Extremely informed
How effective were tutors in leveraging data to target sessions with students?	Not at all effective	A little bit effective	Somewhat effective	Quite effective	Extremely effective
To what extent do you feel that tutors had strong content knowledge?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent do you feel that tutors developed effective professional relationships with students?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

How likely are you to recommend this tutoring program to another teacher?

Not
Very
Likely

Very
Likely

1 2 3 4 5 6 7 8 9 10

What do you believe has been the biggest success of the tutoring program for your students?

What is the biggest piece of advice you would offer to strengthen the tutoring program?

Example School Administrator Survey

We would appreciate your feedback on your experience working with our tutors.

Teacher Name:

School Name:

Please check one box per question	1	2	3	4	5
To what extent do you feel that tutoring was valuable to your school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent do you feel that tutoring sessions focused on the most critical skills that students needed?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How informed do you feel you are on student progress in the tutoring program?	Not at all informed	A little bit informed	Somewhat informed	Quite informed	Extremely informed
How effective were tutors in leveraging data to target sessions with students?	Not at all effective	A little bit effective	Somewhat effective	Quite effective	Extremely effective
To what extent do you feel that tutors had strong content knowledge?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent do you feel that tutors developed effective professional relationships with students?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

How likely are you to recommend this tutoring program to another teacher?

Not
Very
Likely

Very
Likely

1 2 3 4 5 6 7 8 9 10

What do you believe has been the biggest success of the tutoring program for your school?

What is the biggest piece of advice you would offer to strengthen the tutoring program?

Tutor Surveys

Below are examples of two types of tutor surveys. The first is a **Training Survey**, the kind your program might give at the end of a training session or professional development event. (Note: When developing surveys aligned to a training or event, you should align them directly with objectives of the training.) The second is a **Pulse Check Survey**, the kind your program might give a few times throughout the cadence of the program to see how your tutors are thinking and feeling.

Example Training Survey

(Note: If you choose to use this example as a template, you may choose to remove the bolded descriptor before each question.)

Tutor Name:

School Name:

Please check one box per question	1	2	3	4	5
Mindsets: How effective was training at building your understanding of the importance of holding high expectations for all students?	Not at all effective	A little bit effective	Somewhat effective	Quite effective	Extremely effective
Mindsets: How excited are you to meet and build relationships with students and partners in our school and communities?	Not at all excited	A little bit excited	Somewhat excited	Quite excited	Extremely excited
Content: To what extent did training build your understanding of the content in order to deliver rigorous instruction?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
Content: To what extent did training help you build skill in the strategies that you will use in the tutoring session?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

Belief in Effectiveness of Training: To what extent do you believe your training experiences are helping you to build the context necessary to start tutoring?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
Belief in Effectiveness of Training: To what extent do you believe your training experiences are helping you to build the skills necessary to start tutoring?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
Culture: How often did training create opportunities for you to build strong relationships with other tutors?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
Logistics: How often did the smoothness of training logistics allow you to engage in daily content in a meaningful way?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
Overall Experience: To what extent did the training space create a welcoming environment for you given your background (e.g. race, ethnicity, class, gender identity, sexual orientation, religion, etc.)?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

How likely are you to recommend this tutoring program to a friend?

Not Very Likely									Very Likely
1	2	3	4	5	6	7	8	9	10

Interviews

What are interviews for?

There are two main types of interviews your program should routinely conduct: Exit Interviews and Research Interviews. Exit Interviews aim to ascertain why a student, family, or school decided not to continue receiving tutoring through the program (or why a tutor left their role with the program). These types of interviews can help identify trends and fix short-term problems. Research Interviews usually happen much later, once the program has both student alumni and tutor alumni, to gather data on student

and tutor experience of the program and its long-term impact on their academic and professional trajectories.

Example Exit Interview: Parents

This is an example list of questions from a tutoring program that was trying to determine why some parents withdrew their students from the program's tutoring.

1. Why did you decide to leave the tutoring program?
2. What did you find to be effective about the tutoring program?
3. What did you dislike about the tutoring program?
4. How would you describe the quality of communication of your tutor regarding your child's progress? Did you feel informed?
5. Has the tutoring program met the expectations you had when you enrolled your student? If so, how? If not, how did it fall short?
6. What recommendations do you have for us for continuing to improve our tutoring?

Example Research Interview: Tutor Alumni

This is an example list of questions from a tutoring program that was curious to learn how they influenced some of their tutors' decisions to pursue careers as teachers.

1. What have you been doing professionally since your role as a tutor with our program?
2. What attracted you to the opportunity to tutor with our program originally?
3. When did you decide to become a teacher? What factors most influenced your decision?
4. What supports did our tutoring program provide you for becoming a teacher? Which ones were most valuable? Which were less valuable?
5. What (if anything) do you wish had been different about the support our tutoring program provided? Why?
6. When you entered the profession, did you notice any differences between you and your peers at your school who were also first-year teachers? What were they?

Student Work: Session Assessments (or “Exit Tickets”)

What are session assessments for?

Reviewing a brief student assessment or an “exit ticket” can help tutors understand whether a student has mastered that session's content. This review can help tutors reflect on the effectiveness of their instruction with specific students, as well as more effectively design future sessions.

Programs may choose to use blended learning software that includes built-in session assessments to measure student mastery of concepts. Some of these session assessments are adaptive, using automated data analysis to tailor their content to each individual student. Find out more about blended learning software and how to use it [here](#).

Example: Session Assessment

This “exit ticket” requires students to demonstrate their mastery of a single standard. By requiring students to solve three problems, tutors can adequately identify misconceptions. If students are only given one problem, tutors may incorrectly interpret a precision error as a misconception. The exit ticket also includes a “Student Confidence Box” in which students rate their confidence with the skills assessed. Clear instructions must be shared with students on how to assess their confidence to obtain valid ratings. Tutors and students can work toward improving self-awareness by comparing student confidence to student performance on the task.

Name: _____

Confidence: _____

4.04 Comprehensive Factoring Review**Simplify completely and name your factoring method(s):**

- | | | |
|----|-----------------------|----------------------------|
| 1. | $4x^2 - 4x - 48$ | Factoring Method:
_____ |
| 2. | $9x^6 - 16a^4$ | Factoring Method:
_____ |
| 3. | $12x^6y^2 - 16x^4y^2$ | Factoring Method:
_____ |

Standardized Assessments**What are standardized assessments for?**

Programs use standardized tests for benchmarking students at the beginning of the tutoring program, measuring progress, and determining which students qualify for Problem-Targeted tutoring services. Consider your context! If your program is collaborating with a school or district, you will likely want to use the same assessments used by the school or district.

Example: Standardized Assessments

This list provides some common standardized assessments. It is neither exhaustive nor prescriptive: just because an assessment is listed does not mean it will be relevant to your program, nor does an assessment’s absence mean it won’t be.

Name of Assessment	Description	Content Area	Grade Levels
STEP	Online, formative literacy assessment. Shows student progress through 19 developmental steps towards reading proficiency.	ELA	K-5

Voyager Sopris Learning Acadience Reading K-6	Formerly known as DIBELS Next. Measures student progress towards early literacy skills.	ELA	K-6
DIBELS	Assesses early literacy skills. Combine with regular benchmark testing, up to three times a year. Identifies students at risk of not meeting end-of-year expectations in reading.	ELA	K-8
DRA (Third Edition)	Identifies students' independent reading level by assessing engagement, oral fluency, and comprehension. Identifies students' Focus for Instruction. Given up to three times a year.	ELA	K-8
Renaissance STAR	Computer-adaptive assessments. Provides percentile rank, grade equivalent, zone of proximal development, and subdomain scores.	ELA/Math	Math: K-12 ELA: 2-12
Edmentum Study Island Assessments	Incorporates formative assessment questions into instruction. Aligns with NY State standards. Integrates with NWEA MAP .	ELA/Math	K-12
Scantron Assessments	Provides formative, interim, and summative assessments (both online and paper-based).	ELA/Math	K-12
Galileo Benchmark Assessments	Teachers create flexible progress monitoring assessments from an item bank. Administered three times a year. Predicts student achievement on state tests.	ELA/Math/Science	K-12
Iready	A full Assessment Suite, including Diagnostic, Standards Mastery, Algebra Readiness, Dyslexia Screener, and Oral Fluency Assessments.	ELA/Math	K-12
Fountas & Pinell	Used to identify students' independent and instructional reading levels and document student growth. Levels range from A-Z and map to grade levels.	ELA	K-12
ANET Interim Assessments	Online teacher platform provides student reports, as well as sample lesson plans and planning tools. Used four times a year.	ELA/Math	3-8
Case Benchmark Assessments	Developed to mirror state standardized assessments. Administered every 9 weeks.	ELA/Math	3-9

ISTEEP - Advanced Literacy Assessment ELA	Assesses student progress towards Common Core Standards in ELA. Includes both literature and informational texts.	ELA	4-9
Smarter Balanced Assessments	Interim and computer-adaptive summative assessments. Designed according to UDL/accessibility guidelines.	ELA/Math	3-8, 11
Cognia Assessments	Previously known as Measured Progress. Three assessments a year. Both interim and formative assessments are available.	ELA/Math/STEM	3-12
NWEA - MAP Growth Assessments	Measures student growth between each test. Can be used up to four times per academic year.	ELA/Math	3-12
Common Lit	Interim reading assessment. Taken up to four times a year.	ELA	3-12
MDTP	Promotes and supports student readiness and success in college math courses.	Math	9-12
PSAT 8/9	Predictive test that measures student academic preparation and predicts future student success on the SAT.	ELA/Math	8-9
PSAT 10	Predictive test that measures student academic preparation and predicts future student success on the SAT.	ELA/Math	10
SAT	Predictive test that measures student academic preparation and predicts future success in college. Includes reading, writing/ language, math, and essay sections.	ELA/Math	11-12
ACT	Predictive test designed to assess students' core content knowledge and predict future success in college. Includes English, math, reading, and science sections.	ELA/Math/Science	11-12

Performance Management Plan Template

Logic Model Elements (Program Outputs and Short Term Impact)	Sub-Area	Measures	Tool	Data Collection Cadence	Performance Expectation

[Download Performance Management Plan Template](#)

Student Data Privacy Guidance

What is data privacy?

Data privacy refers to an individual's right to control how personal information about them is collected and used, particularly by digital systems. It consists of two elements: confidentiality and security. Confidentiality refers to restricting authorized collection, access, use, and transfer of an individual's personal data without their informed and affirmative consent. Security refers to keeping personal data effectively protected from unauthorized access by third parties. Both are necessary for maintaining data privacy.

This tool is not legal advice

Consult an attorney to ensure program compliance with all federal, state, and local laws.

What is student data?

In this document, student data refers specifically to students' **Personally Identifiable Information**, or **PII**, which is **any information that can be used to distinguish or trace an individual's identity** either directly or indirectly through linkages with other information. This second point about linkages with other information is key: while a student's surname, school, or grade level alone may not be enough to trace their identity, these three data points together can often uniquely identify a student. As a result, **any information your program collects about students, including information collected on educational apps, is Personally Identifiable Information (PII), and is subject to additional restrictions and regulations.**

What kinds of Personally Identifiable Information (PII) might a tutoring program collect as student data?

Any data about a student's identity that is particular to an individual student is PII. Types of PII/student data include:

- Students' Names
- Dates of Birth
- Parents' Names
- Home Addresses
- Home Languages
- Demographic Information
- School & Grade Level
- Education Records
- Class Schedules
- Special Needs (e.g. IEP Status)
- School ID Numbers
- Phone Numbers
- Email Addresses
- Online Usernames
- Cookies & Device Identifiers

In short, your program will collect a lot of data about your students. Keeping this data private is exceptionally important.

Why does student data privacy matter?

Students have a right to privacy. Tutoring programs that seek to become part of a student’s educational support structure are asking students to trust them implicitly, and so your program must act in ways that preserve, even sanctify, that trust. But exposing students’ personally identifiable information to unknown and untrustworthy third parties violates their trust. And collecting, accessing, using, or sharing student data without their (or their parents’) written consent can expose your tutoring program to legal liability, so **consult an attorney** and spare no expense. **This tool is not legal advice!**

Federal Government Resources

Familiarize yourself with all resources available at [Studentprivacy.ed.gov](https://studentprivacy.ed.gov), especially the [Responsibilities of Third-Party Service Providers](#) (with a [flyer for contractors](#)) and [Virtual Learning during COVID-19](#). There is a helpful [Glossary](#), along with tools for [Protecting Student Data Privacy While Using Online Educational Services](#) such as [Model Terms of Service](#).

What important federal laws govern student data privacy?

While there is not yet a coherent federal law governing data privacy writ large, three key laws govern student data privacy.

FERPA (Family Educational Rights & Privacy Act): Schools can only share data with you for educational purposes. FERPA protects the **access to** and **sharing of** a student’s **education record**, which is all information directly related to a particular student as part of their education. It gives parents specific rights to their child’s education records until the child turns 18, and restricts who else can access them. Most importantly for tutoring programs, FERPA contains a “**school official**” exception allowing **schools** to share student data with volunteers, companies, or other vendors (i.e. community-based organizations such as tutoring programs), but **only when used for educational purposes directed by the school**.

COPPA (Children’s Online Privacy Protection Act): Only use data for educational purposes, and obtain consent first. COPPA requires organizations to **have a clear privacy policy**, **provide direct notice to parents**, and **obtain parental consent before collecting any information** from children under 13. Teachers and other school officials are authorized to provide this consent on behalf of parents for use of an educational program, but **only for use in the educational context**. This means the organization can only collect personal information from students for its **specified educational purpose**, **keep it only as long as necessary** for that purpose, and use it for **no other commercial purpose**.

PPRA (Protection of Pupil’s Rights Amendment): Let parents opt-out of any student surveys about sensitive topics. The Protection of Pupil Rights Amendment (PPRA) is a federal law that affords certain rights to parents of minor students with regard to **surveys that ask personal questions**. Schools must be able to show parents any of the survey materials used, and must obtain **written consent from parents** for any surveys that deal with the following sensitive categories:

- Political affiliations;
- Mental and psychological problems potentially embarrassing to the student and their family;
- Sex behavior and attitudes;
- Illegal, self-incriminating, anti-social, and demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance).

Confidentiality Guidance: Proactive Measures for Programs to Take

Keeping student data private requires robust confidentiality practices. Confidentiality requires both clear systems and aligned everyday practices. The list below suggests baseline expectations for both, particularly for avoiding common pitfalls. It is not exhaustive, nor is it a replacement for legal advice from an attorney, but it offers some basic advice.

- **Build Confidentiality into your Systems and Structures.**
 - Familiarize yourself with all federal, state, local, and even partner district- or school-level policies.
 - Create an exhaustive internal data policy that outlines guidance for how employees can use student data.
 - Consider starting with the [Student Privacy Pledge](#) as a fundamental baseline for your policy.
 - Create a public-facing privacy policy with legal advice and guidance from an attorney.
 - Include clear guidance for how and when to share data, e.g. how to ensure emails are encrypted.
 - Dedicate time and resources to ensure that all student data you collect is stored securely.
 - Include a detailed [Data Breach Response Policy](#) for what to do if something goes wrong.
 - Train all program staff, including tutors, on data privacy legal requirements and program expectations.
 - Establish norms of confidentiality with explanations of the exceptions (e.g. [Mandated Reporting](#)).
 - Outline data sharing agreements with school staff clearly in a signed [Memorandum of Understanding](#).
 - Clearly state which educational apps have been approved and how they will be used for tutoring.
 - Create handbooks for families in plain language that outline what data you will collect, how the data will be used, who can access the data, with whom it can be shared, and what families' rights are under the law.
 - Best practices include translating it into common home languages and asking for signed approval.
- **Maintain Confidentiality in Everyday Practice.**

- Hold tutors and program staff accountable for expectations about responsible use of student data.
- Be transparent with students about why you need (or want) whatever information you ask them for.
- Verify identities before sharing any information about a student. For example, do not reveal information about a student over phone or text message, even to a phone number you have on file for their parent or legal guardian, before first confirming that you have the right number and have reached the right person.
- Whenever feasible, communicate with students and parents through end-to-end encrypted protocols.
- Whenever feasible, block all online tracking and advertising on any devices you require students to use.
- Never require students to use software that tracks or targets them with personalized ads (e.g. personal Gmail or YouTube accounts). If software is important enough to require it, get an enterprise or education edition.

Security Guidance: Common Mistakes for Users to Avoid

Keeping student data private requires strong digital security practices. This list will help you avoid common mistakes that can leave your students' data vulnerable to online attackers. Both program staff and tutors should follow these guidelines. This list is not exhaustive, nor is it a replacement for hiring an information security expert, but it offers some basic advice.

- **Physical Device Security:** Keep your devices under your control, or else you cannot secure the data on them.
 - **Set up Mobile Device Management (MDM) for your program's equipment.** This not only helps keep software up-to-date and secure, but also enables location tracking and remote data wipes of lost devices.
 - **Use a dedicated device for work.** Don't recreationally browse the web on devices that have student data.
 - **Don't leave a device unattended without logging out or locking it.** This applies regardless of location. If you use a device to access student data, lock it when you step away, and log back in when you return.
 - **Don't write down login credentials.** A sticky note on your monitor is not secure information storage. And if your login credentials are not kept secure, neither is any of the data that you use them to access.
- **Password Security:** Use long and unique passwords, and keep them to yourself.
 - **Don't rely exclusively on passwords.** Getting them right is hard. Use 2-factor authentication if possible.
 - **Don't use weak passwords.** Weak passwords are:
 - **Short:** Any password shorter than 10 characters is essentially worthless, because an automated attack can guess it instantly. Long passwords are strong passwords, and best of all are memorable multi-word passphrases. 16 characters is a safe balance between convenience and actual security.
 - **Reused:** Never reuse passwords. Your password on one service should be completely different from your password on any other service. This prevents a

- cascade failure where a security breach in any one service compromises all your accounts across every service. It is highly recommended to use password manager software to create and securely store a unique password for every service.
- **Commonplace:** Avoid common words. Words that many people typically use as passwords, like “Password1!” or any permutations of it, are never safe to use. These passwords will be among the very first guesses an automated attack will make, and as a result will be compromised instantly.
 - **Don’t share login credentials.** Common mistakes here include:
 - **Multi-person accounts:** No two people should use the same username and password to log in to a service. Do not share your account credentials with colleagues, and do not let them share theirs with you. Sharing accounts compromises both security and accountability if things go wrong.
 - **Saving students’ passwords:** Your students’ passwords are theirs, not yours. While it may be tempting to record student passwords in a spreadsheet for convenience, that spreadsheet becomes a high-value target. If it gets compromised, so does every student account. And since they may have reused their passwords elsewhere, their personal accounts may now be compromised too.
 - **Falling for phishing:** Only enter your password into the actual login page for that service. Check the URL, and watch out for unsolicited emails with links to similar-looking web pages that ask you to log in. Report any such emails, and do not enter your credentials into any fake login pages!
 - **Digital Systems Security:** Keep all student data inside your secure system, or else all its security is meaningless.
 - **Don’t save student data to personal/shared devices.** If you must use a shared device, use incognito or private browsing, log out of all accounts afterwards, and don’t download student data to the device itself.
 - **Don’t save student data to flash drives.** Use enterprise-grade cloud storage to sync data across devices.
 - **Don’t save student data to personal email or cloud storage accounts (e.g. Gmail & Google Drive).** Because they are used for data harvesting, consumer-grade accounts lack adequate privacy protections.
 - **Don’t make shared documents publicly accessible.** “Anyone with the link” is never the right choice for sharing any student data. Restrict document access to specific users, or at least to your own organization.

Performance Measurement Plan

What is a Landscape Analysis?

A Landscape Analysis outlines the strengths, resources, and needs of a particular community. It provides a framework for designing a service and ensuring that it is embedded directly in the needs of the community.

Why should you conduct a Landscape Analysis?

Prior to starting any type of community program — whether a tutoring program or any other service — you should confirm that there is a need and a desire for the proposed program in the community you aim to serve. The information you gather through a Landscape Analysis will allow you to thoroughly map these community needs and desires, ensuring that they remain paramount when you design your program, set priorities, and make strategic decisions. A Landscape Analysis will enable your program to keep the actual needs of the community in mind at all times, rather than your own hypotheses about its needs. Doing this essential groundwork will aid in designing an effective tutoring program that the whole community values.

Who should be considered in a Landscape Analysis?

While there are no strict limits regarding who can be involved, here is some basic guidance about whose needs should be prioritized:

- Students and families who will likely benefit from the tutoring program. Ensure that you hear from a wide range of voices so that you can holistically understand the needs of the community of potential beneficiaries.
- Other stakeholders beyond students and families, such as teachers and school administrators, who will have a solid expert understanding of students' needs for additional tutoring services.
- Other community members, or like-minded organizations that have a history operating in the community and can help you to carry out the assessment itself or assist with program design planning.

How do you conduct a Landscape Analysis?

The qualitative and quantitative data you collect will help you define your tutoring program's necessary inputs, benchmark outputs, and desired impact. Here are some of the sources from which you may want to collect information:

- Interviews & Focus Groups: Solicit direct input from both the beneficiaries of tutoring (families and students) as well as other stakeholders (such as school administrators and teachers) to understand what needs they observe and experience. This will help you understand students' academic context and where a tutoring program might fit in.

- **Public Forums:** Seek out public forums already happening that relate to the needs you have identified. Attend local school board meetings and other community gatherings to better learn the local political landscape.
- **Observations:** Directly observe and speak with those on the front line. Visit tutoring programs or similar services that already exist and see what they look like in action.
- **Needs Surveys:** Collect an easily-parsed set of data points by having community members rate proposed services and answer a few open-ended questions to help you understand the aggregate needs of the community.
- **Existing Quantitative Data:** Review and synthesize available data from sources such as: research studies that have already been conducted (e.g., recent research related to learning loss); publicly available resources such as US Census data about the community; and local school district records on student achievement and graduation rates.

Analyzing Your Findings

As you analyze findings, look for trends. Consider the following:

- **Strengths:** What are the existing assets of this community?
 - For example, you may find that the community already has robust services for literacy programs in early elementary school that have supported students both in school and, with family participation, at home.
- **Gaps:** Where is something missing from this community's support structures?
 - Identifying gaps will help you design your tutoring program to fill them. For example, you may find that there are limited programs or services available to students who struggle in math in the secondary setting. If so, this may be where tutoring would be most beneficial.
- **Needs:** What specific problems and unmet needs has this community shared?
 - For example, you may have heard that there is a lower rate of involvement in after-school programs in secondary settings due to time constraints for youth that have taken on part-time work. This can help inform the design of your program. How will you ensure tutoring is available to students at a time when they can actually be involved?
- **Opportunities:** What specific resources in this community can you leverage to help solve its problems?
 - For example, you might learn that there are many university students in the area who have interest in working in the community, but there is no formal relationship between the school district and the local university. Your tutoring program could bridge this gap and leverage this local talent; accessing low-hanging fruit like this will help your program meet community needs efficiently.
- **Threats:** What are some potential threats to your program that you will need to consider?
 - For example, you might learn that another tutoring program is starting up in the community or that state policy was just enacted that requires tutoring to be done by certified teachers. Identifying and taking into consideration any threats will help you both design and pitch your program.

Sharing Your Findings

You should produce a simple report you can use to present your findings both to the community and to additional stakeholders (such as funders). This report can serve as a summarizing tool to help you

advocate for your tutoring program, directly connecting the development of your program to the needs of the community. A report typically includes the following:

- An overview of whose needs you considered in your Landscape Analysis.
- A description of the methods your program used to collect qualitative and quantitative data.
- A summary of the number and demographic characteristics of the individuals who contributed to the dataset, such as the number of individuals who completed a needs survey and a demographics overview of survey respondents.
- An outline of the process, including both its strengths and any challenges you may have faced. Openness about challenges is particularly important so that the reader has a holistic understanding when reviewing your report. For example, did you have difficulty achieving high completion rates for a survey? How might that skew your findings?
- A synthesis of key findings. This is where you would address the actual results and insights gained from the analysis you conducted, articulating the strengths, gaps, challenges, and opportunities in the community.
- A set of recommended next steps. Based on the Landscape Analysis, what are your recommendations? How should the design of the tutoring program adapt to address the specific needs of this particular community?

Additional Resources

The Community Toolbox, developed by the University of Kansas, lists a number of resources to support programs in developing a robust Landscape Analysis, sometimes referred to as a [Community Needs Assessment](#).