Rigorous research supports that high-dosage tutoring programs are an effective strategy to accelerate student learning (Robinson, Kraft, Loeb, & Schueler, 2021). Implementing the programs and collecting data on their implementation while adhering to key design principles is crucial for their success. In fact, tutoring programs that support data use and are more likely to be successful (Robinson, Kraft, Loeb, & Schueler, 2021). Utilizing data sources such as attendance records and participant perspectives allows program staff to determine whether the program is operating as intended, meeting its goals and objectives, and identify areas for improvement. Systematic data collection procedures are especially important for programs administered across multiple sites in order to understand overall program implementation and make data-informed decisions about the program moving forward. Here we present several guidelines for data collection for high-dosage tutoring programs.

Prepare for data collection

- **Look at data multiple times**: Before starting the tutoring program, be prepared to look at data multiple times over the course of the program. Schedule that time before the program starts, especially if it is a relatively short program. Looking at data during the program means you can identify what's working and what needs to be adjusted.

- **Consider creating a logic model for program evaluation**: To examine the effect of your high-dosage tutoring program on students' learning outcomes, it is helpful to develop a logic model that visually represents the logic guiding the program design. Logic models serve as a framework for developing evaluation questions and can help teams to identify the main goals or objectives of the program, the major activities or strategies associated with the program, and the intended outputs and outcomes of the program. If you cannot develop a full logic model, be sure to articulate the goals of your tutoring program so you can track progress towards the goals.

- **Share expectations for data collection**: Ensure the tutors understand their role in collecting data. Giving them notice that they'll need to collect student surveys, for example, and why, can help ensure a smoother data collection process.

Track student attendance across tutoring sessions

- **Promote consistency**: Have all tutors collect student attendance at each tutoring session using a consistent method. For example, have all tutors mark students as "P" for present or "A" for absent (see Template for Tracking Student Attendance Data). This ensures data can be easily examined across tutors.
• **Share data**: Have tutors share attendance data with program leaders frequently throughout the program, such as through a shared electronic document. Consistent access to the data allows program leaders to make improvements and identify students who need additional attendance support.

• **Create data displays**: Organize the student attendance data and create visualizations. Graphing the total number of students who were present and absent at each tutoring session can help program leaders identify patterns in attendance over time. Graphing the total number of tutoring sessions that each student attended can help identify students who need additional support (Template for Plotting Student Attendance Data Figures).

**Monitor students' and tutors' experience in the program**

• **Gather feedback**: Ask students and tutors for feedback about their experience in the tutoring sessions early in the program through surveys or informal conversations. Gathering early feedback gives program leaders the opportunity to make improvements and signals to tutors and students that their feedback is valuable and impactful.
  
  o Program leaders can ask if students enjoy the program, feel like they have made progress towards their goals, and if they have built positive relationships with their tutor.
  
  o Program leaders can ask tutors if they feel they have sufficient resources and support, confidence in their ability to help students understand the concepts, and if they have built positive relationships with their students.

• Open-ended questions about what is working well and what could be improved may be especially valuable for identifying aspects that do and do not drive positive tutoring experiences.

**Use frequent informal assessments**

Collect informal assessments from students frequently throughout the program to help tutors tailor their instruction more effectively for individual students. These could include formative assessments conducted in the classroom or during tutoring time.

**References**