

Evaluation & Improvement

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Implementation Checklist	<ul style="list-style-type: none"> • Identify who is responsible for reviewing each type of data. • Create and routinely use protocols for reviewing data and distilling insights to inform decisions. • Review disaggregated data to ensure equity of services. • Set up processes for communicating data (and the insights distilled from it) to relevant stakeholders. • Make informed decisions and take action based on data, resulting in continuous improvements. • Establish standards for effective implementation of the tutoring model and improve standards over time.
Implementation Tools	<ul style="list-style-type: none"> • Developing Routines for Regular Data Review • Standard Data Review Protocol • Student Data Review Protocol
Key Insights	<p>Constantly review data in both formal and informal ways.</p> <ul style="list-style-type: none"> • This ensures that program leaders are consistently aware of what actually makes their program effective. Staying up-to-date on data insights not only allows leaders to work with tutors on the ground to make direct improvements, but also helps them maintain a clear understanding of which model design elements are most essential to the program’s success. <p>Conduct an annual data review at the same time each year.</p> <ul style="list-style-type: none"> • This allows program leaders to consistently update their understanding of how effective each element of the program’s model design actually is. • Annual data reviews are critical for programs looking to innovate, allowing leaders to distinguish among model design changes that preserve what matters most and ones that abandon the core of what makes the program effective. • For programs seeking to scale up, an annual data review provides an opportunity to standardize core parts of a program so that it can be easily and faithfully replicated at scale. <p>Tell a clear story about the program’s impact so far.</p>

- Programs seeking to scale up and continuously generate new demand must be able to articulate the difference they have already made in their communities. This story is what gets a program’s “foot in the door” with new partners at every level, from individual schools to entire school districts and statewide departments of education.

Disaggregate student data (by race, gender, IEP status, home language, etc.) to ensure equity.

- By reviewing data through demographic breakdowns, programs can identify opportunities for improvement and identify training needs to ensure tutors can effectively serve all students.

Consider conducting rigorous evaluations.

- Rigorous evaluations will provide evidence about what aspects of a program work and don’t work. These insights can improve efficacy and/or reduce costs.
- Well-designed evaluations can provide definitive evidence that a tutoring intervention helps students and can increase the demand and the likelihood programs receive external funding.

Train tutors to review actual student work, not just quantitative student performance data.

- Analyzing student work will enable tutors to identify why students struggled with specific tasks or answered specific questions incorrectly. Tutors can pinpoint access issues, precision errors, and misconceptions; this information can then inform the structure, content, and facilitation of future sessions.

Developing Routines for Regular Data Review

What do we mean by Data Review?

Data Review is the process of collecting data, reflecting on it, and distilling it into actionable insights. This process is how you can turn data into knowledge and knowledge into action. Data Review requires going "below the surface" to find root causes for your results (both positive and negative) and planning actionable changes to continue improving your program.

Why should you set aside intentional time for routine Data Review?

Creating a regular routine for Data Review helps your program institutionalize a focus on learning and improvement. Data is the fuel that drives improvement; review is the engine that converts it into action. As with any engine, consistent and repeated cycles are what keep you moving forward. Regular cycles of Data Review help your program maintain consistent progress toward its goals, create a program-wide culture of iterative improvement and learning, and hold itself accountable for making a positive impact on all students. Once you have a clear Performance Measurement Plan with dates for regular data collection, set aside regular and consistent time to review that data at all levels of the organization.

What should you consider when planning data routines?

For each dataset you collect for your Performance Measurement Plan, outline the following:

- Who is responsible for **collecting** this data? When and how will they collect it?
- Who is responsible for **reviewing** this data? When and how will they review it and distill actionable insights?
- Who is responsible for **acting** on the insights distilled from the Data Review?
- Who is responsible for **supporting** those who are acting on the data, and what form will this support take?
- Who needs to be **informed** about the data, insights, and actions? Who will do the informing, and by when?

Example: Delineating Data Review Responsibilities

This example is not exhaustive but provides a brief reference for programs looking to build their Data Review protocols.

Type of Data	Who reviews this data?	When will they review this data?	How will this data be used?	Who will be informed?
Baseline Data Assessments	<ul style="list-style-type: none"> • Teachers • School Administrators • Tutoring Site Administrators 	Within one week of administration	To determine who will be eligible for tutoring	School Administrators

	<ul style="list-style-type: none"> • Data Specialists 			
Session Assessments	<ul style="list-style-type: none"> • Tutors 	At the end of each tutoring session	To determine student mastery of session content and tailor subsequent tutoring sessions	<ul style="list-style-type: none"> • Teachers • Tutoring Site Administrators
Quarterly Surveys from Parents, Student, Teachers and Stakeholders	<ul style="list-style-type: none"> • Tutors • Supervisors • Program Leaders • Data Specialists 	Within one week of survey closing	To incorporate feedback and improve sessions/collaboration with stakeholders	<ul style="list-style-type: none"> • All stakeholders who completed the survey (to share results and next steps)
End of Program Student Assessments and Survey Data from All Stakeholders	<ul style="list-style-type: none"> • Tutors and Supervisors together • Program Leaders Data Specialists 	Within one week of assessments	To evaluate achievement of program goals	<ul style="list-style-type: none"> • All Stakeholders who completed the survey • Board • Funders

Example: Program-Wide Data Review Routine (Calendar)

Below is an example calendar of Data Review for a tutoring program that collects quarterly data. Note that the sequencing is not arbitrary, but intentional. In week one, the data is collected, with the program purposefully scheduling students’ quarterly academic assessments and all stakeholders’ satisfaction surveys for the same week. In week two, individual school site teams meet to reflect on their own data, set next steps, and communicate them to stakeholders. In week three, the central program staff repeat that same process at the next level up. If this program scaled up significantly, another week of review could easily be added for another layer of program staff; the routine is self-similar at all levels.

Monthly Review Calendar					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Students take quarterly assessments and all stakeholders (students, parents, teachers, school administrators) complete surveys				
Week 2	Data Analysis is rolled up for each school site		Data Reflection Meeting: School Site Team (Tutor,		Summary of Data and Next Steps are communicated

			Teacher, Site Administrator) reviews the data and delineates next steps		to Students, Parents, School Administrators at the School Site Goal Setting with Students and Families
Week 3	Program-Wide Data Analysis is rolled up including data disaggregated by demographics		Program Wide Data is Reviewed at the Organizational Level including Tutor Data and next steps are delineated		Summary of Data and Next Steps are communicated to Students, Parents, School Administrators at the School Site and to Organizational Stakeholders (Leadership Team, etc)

Examples: Tutors' Data Review Routines (Overviews)

Routine review of student data enables tutors to target and customize sessions to meet specific students' individual needs. Tutors should regularly review other forms of feedback as well; however, the kinds of additional information tutors consider will vary depending on Program Type.

Example for a School-Based Tutoring Program with Paraprofessionals	Tutors at the partner school site meet collectively with a school administrator and the program's Site Director to analyze a weekly roll-up of student data and plan for tutoring sessions for the following week.
Example for a School-Based Tutoring Program with Volunteers	Some programs that rely on volunteers opt to focus on building volunteer skills in instruction and shift responsibility for Data Review to either teachers or program site staff. The teachers/program staff analyze student data, determine action steps, and then explain to the volunteers exactly what skills they should target with specific students.
Example for a Virtual Tutoring Program	Virtual Tutoring Programs contract with specialists or develop their own internal capabilities for digital capture and automated analysis of student data through online platforms. These platforms are able to provide direct feedback to tutors regarding exactly what a tutor should focus on for each session.

Standard Data Review Protocol

Why should you establish a standardized process for Data Review?

Standardizing a Data Review process helps set a clear expectation that the end product of Data Review is not knowledge, but action. Any Data Review Protocol should ensure that raw data is converted into a clear and digestible format before the reflection process so that reviewers can focus their energies on reflecting on the data, rather than synthesizing the data.

By separating the work of creating and refining a Data Review process from the work of implementing the process in practice, a standardized Data Review Protocol helps you focus your designated Data Review time on what you’re reviewing, not how to review it.

How should you conduct a Data Review?

- **When:** As soon as possible after collecting relevant data. The more dated the data, the less relevant it will be for making timely decisions.
- **Why:** The goal is to learn and improve — not to assign blame for shortfalls. Set norms accordingly.
- **Who:** The facilitator guides the conversation, but they do not have all the answers. Every voice matters.
- **What:** Don’t just review aggregate data. Disaggregate by demographic to reveal impact across lines of difference.
- **How:** Prioritize quality over speed, but adjust the time allotment based on how comprehensive the dataset is:
 - A single tutor reviewing daily assessment data for all of their students should only need about 15 minutes to complete the protocol.
 - An entire team reviewing the past year’s worth of data could take half a day to complete the protocol.

Standard Data Review Protocol		
<p>This is a standard protocol you can use for a wide variety of reflections. It is broadly applicable whenever someone has data (qualitative, quantitative, or both) to review. Your organization might apply it to end-of-year outcome data; a head of program might apply it to training data at the end of tutor preservice training; a leadership team might apply it to quarterly parent feedback. There are also versions of this protocol specifically tailored for tutors reviewing student data.</p>		
Step	Purpose	Possible Questions
<p>Step 1: WHAT did we want to happen?</p>	<p><i>Ensure all participants are on the same page about what the goal or intended outcome was.</i></p>	<ul style="list-style-type: none"> • What was our goal? (Refer to any relevant performance expectations from the Performance Measurement Plan.)

		<ul style="list-style-type: none"> • What was our plan for reaching this goal?
Step 2: WHAT actually happened?	<i>Ensure all participants are on the same page about what the actual outcome or result was. Explore the divergences between expectations and realities.</i>	<ul style="list-style-type: none"> • Did we meet our goal? What did we achieve? • Did we follow our plan? If not, where did we diverge from it? • Where were the differences between our intent and our impact?
Step 3: SO WHAT did we learn?	<i>Reflect on successes and failures during the course of the project, activity, event or task. The question 'Why?' generates understanding of the root causes of these successes and failures.</i>	<ul style="list-style-type: none"> • What worked? • What didn't work? • What could have gone better? • Was our plan a success? Why or why not?
Step 4: SO WHAT can we do better in the future?	<i>Generate clear, actionable recommendations and next steps for future projects.</i>	<ul style="list-style-type: none"> • What would we do differently next time? • What advice would you give yourself if you were to go back to where you were at the start of the project? • What two or three key lessons would you share with others? • What should be different one year from now (or after the next similar project) given this conversation? • What comes next for us on this project? • Are there any lessons for you, personally, to internalize?
Step 5: NOW WHAT changes do we need to make to our project and individual plans?	<i>Incorporate key lessons into your future actions. Document all key lessons for those who may inherit this project in the future.</i>	<ul style="list-style-type: none"> • Add reflections and next steps to individual plans. • Add reflections and next steps to project plans.

Student Data Review Protocol

Overview

Below, you will find two protocols for reviewing student academic data, one for a frequent post-session review and one for any data collected on an interim or infrequent basis. These protocols follow the same What/So What/Now What format as the [Standard Data Review Protocol](#), but they are tailored with tutor-specific questions to guide data analysis. These protocols can be adapted to aid tutors in reflecting on any data that the program has outlined in their [Performance Measurement Plan](#) (e.g, relationship building, culturally relevant and inclusive sessions, etc.).

Tailored Protocol for Post-Session Data Review		
<p>Pre-Review: If students complete assessments by hand, score and input the data into a digital system. Note whether the student met, nearly met, or did not meet the session’s goal. If students complete assessments digitally (i.e. in a Virtual or Blended model), this data input will likely be automated, but the level of automation will vary depending on the software used.</p>		
Step	Purpose	Questions
WHAT	<i>Review desired outcomes using the end-of-session assessment.</i>	<ul style="list-style-type: none"> • What was the goal of this session? • What did this assessment expect students to be able to do? • What does success look like on this assessment? • What was my plan for targeting my specific students’ needs?
SO WHAT	<i>Reflect on what worked, what didn’t work, and why.</i>	<p>For all programs:</p> <ul style="list-style-type: none"> • Did my student(s) reach the session’s goal? • If not, what barrier(s) prevented them from reaching it? <ul style="list-style-type: none"> ○ Not enough practice time ○ Unaligned practice content ○ Access issues ○ Common misconceptions

		<ul style="list-style-type: none"> ○ Precision/execution errors ○ Uncommon misunderstandings ● What actions did I take (or not take) in my planning and facilitation of this session that contributed to these barriers? <p>For programs where the Tutor-Student Ratio is Small Groups:</p> <ul style="list-style-type: none"> ● Which students made expected progress and met the session’s goal? Why? ● Which students are close to mastery and nearly met the session’s goal? Why? ● Which students did not meet the session’s goal? Why not? ● Are multiple students facing similar barriers? Who could be grouped together?
NOW WHAT	<i>Reflect and adjust plans for upcoming sessions.</i>	<ul style="list-style-type: none"> ● How will I plan future sessions differently because of this data? ● How will I provide targeted reteaching or practice to address specific students’ learning barriers? ● When will this planning, reteaching, and/or practice happen? ● How will I communicate progress to students (and parents/teachers if needed)? ● Do I need external help? If yes, whom should I reach out to?

While the protocol above is specifically designed to be used after each tutoring session, the protocol below is more general. It can be used to review interim assessment data (i.e. quizzes and tests), for example, or a whole week of session data all at once. Regardless of the details, programs can use this protocol to analyze the effectiveness of their tutoring sessions across a larger sample of students and

determine what larger-scale adjustments to make to the program’s overall curriculum plan. This protocol may be used by tutors if tutors are trained in data analysis, or by program staff that support tutors.

Tailored Protocol for Summary Data Review		
<p>Pre-Review: If students complete assessments by hand, score and input the data into a digital system. If students complete assessments digitally (i.e. in a Virtual or Blended model), this data input likely be automated, but the level of automation will vary depending on the software used.</p>		
Step	Purpose	Questions
WHAT	<p><i>Review desired outcomes using the assessment and/or overall mastery data.</i></p>	<ul style="list-style-type: none"> • What purpose did this assessment serve? • What were our goals for our students? • What does the data tell us about overall student mastery? • What does the data tell us about the overall effectiveness of our tutoring?
SO WHAT	<p><i>Reflect on what worked, what didn't work, and why.</i></p>	<p>What does this tell us about our planning? What about our implementation?</p> <ul style="list-style-type: none"> • To what degree did our instructional planning practices over the relevant time interval for this data (e.g. this past week) lead to these student outcomes? • To what degree did our implementation of our plan over the relevant time interval for this data (e.g. this past week) lead to these student outcomes? • Which topics need to be retaught to specific students or groups? Why?
NOW WHAT	<p><i>Reflect and adjust curriculum plan if necessary.</i></p>	<ul style="list-style-type: none"> • What adjustments should we make to our curriculum’s scope and sequence?

		<ul style="list-style-type: none">• Which students need individual differentiation and/or additional remediation or acceleration?• What support do tutors need to be effective? Are there any gaps in tutor ability that we should address through supplemental training and support?
<p>Make a plan for communicating progress to students (and parents/teachers if needed) and adjust curriculum plan.</p>		