

Tutoring Data Collection Protocol

This tool accompanies “Measure, Monitor, Improve: Data Tools for Understanding High-Dosage Tutoring Implementation Implementation.” This tool can be found at: <https://sdp.cepr.harvard.edu/high-dosage-tutoring-toolkit>

The Data Collection Protocol outlines simple steps for streamlined data-sharing. In short, tutoring providers send implementation data in a standardized format to both the district and the state on a quarterly basis, enabling the state to link those records with existing student IDs and assessment data. This structure allows for robust, independent analysis of provider effectiveness across districts. Districts benefit from access to the same data as the state, empowering them to make more informed decisions about continued implementation from any single provider. The three steps are as follows:

Step 1: The district shares student identifiers and tutoring plans with their approved high-dosage tutoring provider.

Data From Districts						
District ID	School ID	Student ID (state)	Student ID (local)	Grade level	Subject area for tutoring	Prescribed # of tutoring sessions
XX	XXX	XXXXXXXXXX	XXXXXXXXX2	3	reading	30
XX	ZZZ	XXXXXXXXXZ	XXXXXXXXX9	5	math	10



Step 2: The tutoring provider administers the program and collects implementation data at the session level.

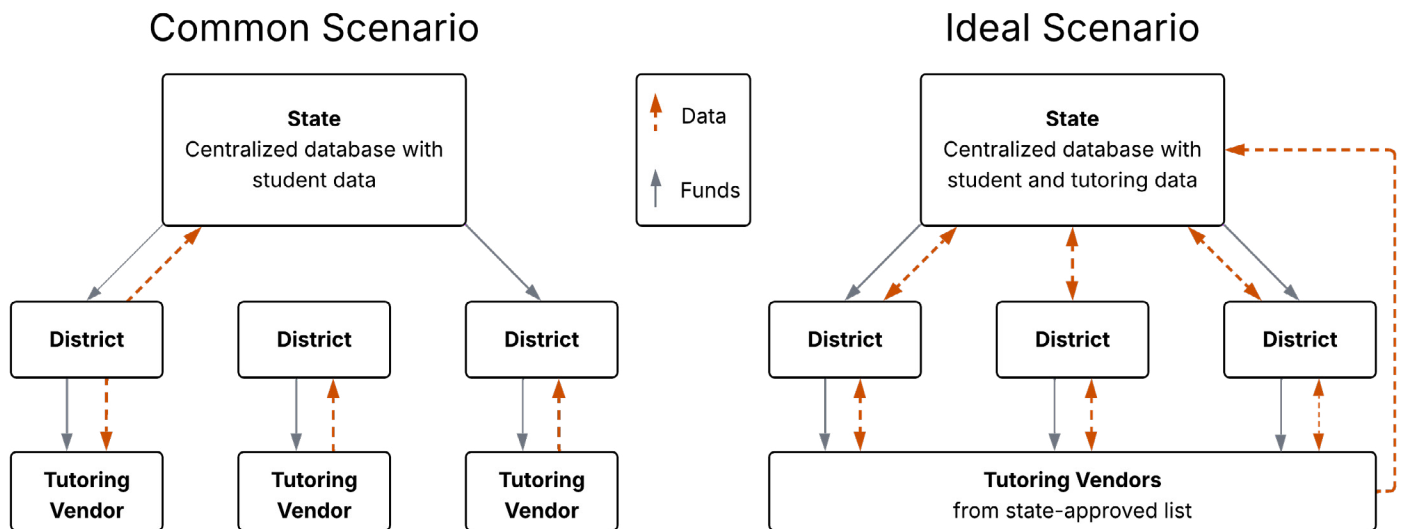
Data Collected by Tutoring Providers							
District ID	School ID	Student ID (state)	Student ID (local)	Subject area for tutoring	Date of session	Attended	Reason session was not attended
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/3/25	yes	
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/4/25	yes	
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/5/25	yes	
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/9/25	no	tutor absence
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/10/25	yes	
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/11/25	yes	
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/15/25	no	tutor absence
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/16/25	yes	
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/17/25	yes	
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/20/25	no	student absence
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/21/25	no	student absence
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/22/25	yes	
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/23/25	yes	
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/27/25	yes	
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	reading	2/28/25	no	tutor absence
XX	XXX	XXXXXXXXXX	XXXXXXXXXX3	reading	3/1/25	yes	
XX	ZZZ	XXXXXXXXXXZ	XXXXXXXXXX9	math	2/16/25	yes	
XX	ZZZ	XXXXXXXXXXZ	XXXXXXXXXX9	math	2/17/25	no	tutor absence
XX	ZZZ	XXXXXXXXXXZ	XXXXXXXXXX9	math	2/20/25	no	tutor absence
XX	ZZZ	XXXXXXXXXXZ	XXXXXXXXXX9	math	2/21/25	yes	

Step 3: On a quarterly basis, the provider adds aggregate data to the student list and shares student- and session-level data with the district.

Data From Districts							Data From Tutoring Providers	
District ID	School ID	Student ID (state)	Student ID (local)	Grade level	Subject area for tutoring	Prescribed # of tutoring sessions	# of tutoring sessions scheduled	# of tutoring sessions attended
XX	XXX	XXXXXXXXXX	XXXXXXXXXX2	3	reading	30	16	11
XX	ZZZ	XXXXXXXXXXZ	XXXXXXXXXX9	5	math	10	4	2

The Data Collection Protocol can be applied in both the common and ideal scenarios, shown below, to gather data directly from districts with home-grown tutoring programs and from established vendors that serve multiple districts within the same state (Figure 1).

Figure 1. Common and Ideal Scenarios for State-Level Collection of Tutoring Implementation Data



The success of the Data Collection Protocol hinges on advanced planning and expectation setting during the contract phase. Strategies that can facilitate the use of the Data Collection Protocol and improve data sharing between tutoring vendors and state agencies include:

- Including data sharing requirements in requests for proposals from vendors
- Contracting directly with vendors and providing sub-awards to districts
- Including data sharing requirements in the contract language
- Use standardized data collection tools with data validation, and
- Providing clear guidelines including the timing of data submissions, the types of variables included, and how data will be linked to student identifiable information.

Once the Data Collection Protocol is established, state administrators can request data for all districts served by a single vendor at once at multiple times throughout the year. This kind of data availability can a) enhance implementation monitoring, b) provide actionable information on how to modify implementation to increase reach, and c) facilitate outcome evaluation to measure program impact.