

Using Data Without Drowning in It

Monitoring High-Impact Tutoring for Continuous Improvement

Telling required reporting data apart from the data that drives improvement — and building monitoring routines for attendance, dosage, and progress.

Learning Services • Division of Elementary & Secondary Education

AR LAW Ark. Code Ann. §§ 6-16-1601 to -1604 (Arkansas High-Impact Tutoring Pilot Program, LEARNS Act, Act 237 of 2023); implemented by DESE Rule 6 CAR §§ 282-101 to -104

Speakers



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What we'll do in the next 60 minutes

1

Name the two kinds of data

Distinguish data you report for compliance from data that actually drives improvement.

2

Build the monitoring routine

Simple, repeatable routines for attendance, dosage, and student progress.

3

Turn data into timely action

Make instructional and programmatic adjustments — not just collect and file.

4

Build data literacy

Recommended professional learning for teachers and leaders, and your next step.

The goal: data as a steering wheel for continuous improvement — not a rear-view compliance mirror.



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PART ONE

Two kinds of data

Every tutoring program generates data. The trick is knowing which data to report — and which to act on.

01

Reporting data vs. improvement data

Both matter. But they answer different questions, move on different clocks, and go to different people. Confusing them is how teams end up data-rich and insight-poor.

Required reporting data		Improvement data	
Question	“Did we do what we said, and what happened?”	Question	“Is this working, for whom, right now?”
Audience	DESE, State Board, General Assembly	Audience	Tutors, teachers, building & district leaders
Clock	Annual / end-of-cycle	Clock	Weekly / every 2–3 weeks
Examples	Unique students, subject, grade, attendance, dosage, prior performance, outcomes	Examples	Who's attending, dosage delivered, skill checks, group-level progress
Risk	Necessary — but too slow to change instruction	Payoff	Fast enough to change what happens Monday

Same numbers often feed both — but you collect improvement data far more often, and you act on it.

More data is not more insight

Programs collect everything, review little, and change nothing. The fix isn't more dashboards — it's a small set of the right measures, looked at on a schedule, tied to a decision.

Collect less, on purpose

Pick a few measures that map to a decision. If a number won't change an action, stop collecting it weekly.

Look on a schedule

A standing routine beats a heroic once-a-year data dive. Cadence turns data into a habit.

Always end with “so what?”

Every data look ends in a decision: keep, adjust, or escalate. Data that ends in filing is compliance, not improvement.

Arkansas frames HIT itself as data-driven — *“student results, characteristics, and progress guiding decision making.” The rule expects action, not just collection.*



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PART TWO

The monitoring routine

Three signals, watched on a cadence: are students showing up, getting the dose, and making progress?

02

Three signals that predict impact

You don't need fifty metrics. You need three, watched consistently — and Arkansas already requires all three.

Attendance	Dosage	Progress
Are the identified students actually showing up to tutoring? Enrolled ≠ attending. Watch weekly; chase early absences.	Are they getting the sessions the plan promised? “Dosage” = actual student-level sessions delivered — not scheduled.	Are they learning the targeted skills? Brief skill checks every 2–3 weeks beat waiting for the state test.

Attendance and dosage are leading indicators — they move first. Progress confirms the tutoring is working.

Attendance & dosage — the early-warning system

These are your fastest signals. A dip here this week predicts a progress problem next month — so watch them first.

Attendance — watch weekly

- Track by student, not just program totals
- Flag any student missing 2+ sessions
- Look for patterns by day, period, or group
- Plan groups for realistic attendance, not 100%
- Ask why early — transport, schedule, conflict

Dosage — sessions actually delivered

- “Dosage” = actual student-level sessions delivered
- Compare delivered vs. the plan's promised dose
- Build make-up slots so missed dosage is recovered
- Cancelled/absorbed sessions are a dosage leak
- Fidelity to dosage is a grant condition, not a nicety

Progress — is the tutoring working?

Attendance and dosage tell you the program is happening. Progress tells you it's working. Use brief, frequent checks — not one high-stakes test at the end.

Measure	What it's for	Cadence
Baseline	Set a starting point and a growth target for each student	At intake / start of cycle
Progress checks	Short, skill-specific checks aligned to what's being tutored	Every 2–3 weeks
Screeners / interim	Broader benchmark to confirm the trend	BOY / MOY / EOY
State assessment	Confirms outcomes; too slow to steer instruction	Annual

The closer to the classroom and the more frequent, the more useful for steering instruction.

A rhythm you can actually keep

Continuous improvement is a calendar, not an event. Match the cadence to the decision it drives.

WEEKLY Tutor & teacher	EVERY 2–3 WKS Building team	MONTHLY Building leader	QUARTER / EOY District
■ Scan attendance & dosage ■ Flag at-risk students ■ Note to classroom teacher	■ Review progress checks ■ Adjust groups & skills ■ Recover missed dosage	■ Trends by group ■ Reallocate tutors/time ■ Remove barriers	■ Interim & outcome review ■ Report to DESE ■ Decide scale / renew

Shorter cadences steer instruction; longer cadences steer the program.

Hamburg school district's data routine in practice

A rural southeast Arkansas district built its whole model around a short, fast data loop:

FEEDBACK CYCLE

Two-week data feedback cycle

TO WHOM

Individual student progress reports sent directly to classroom teachers

IDENTIFY (STEP 1)

English learners flagged via ELPA21

IDENTIFY (STEP 2)

2nd graders screened for 3rd-grade retention risk

EMBEDDED IN

The daily RTI block (protected in-day time)

DELIVERY / DOSE

Live virtual tutoring, small groups (~4:1)

The takeaway: *a tight, two-week loop that puts student-level data in teachers' hands is what makes the tutoring adjust in time to matter.*

What happens when dosage isn't watched in time

A 2026 Harvard study randomly assigned 900+ K–8 students in two Arkansas HIT-grant districts to virtual tutoring or business-as-usual. It found **no significant effect on ELA** — because students never received enough of the intervention. This is the monitoring case, made real.

18 → 5–11.7 hrs

Designed dosage was 18 hours. Districts delivered only 11.7 and ~5 hours. Most sessions were missed, not caught in time.

~4–6 tutors

Students saw 4–6 different tutors, meeting their primary tutor only 70–76% of sessions — consistency slipped, unmonitored.

~20–24 min

Sessions averaged 20–24 minutes logged, under the 30-minute design — a gap only session-level data would reveal.

The monitoring lesson: *attendance, dosage, and session length are exactly the signals in Part Two. Had they been watched weekly and acted on, the shortfall was visible in time to fix. Reporting these numbers once a year would only have confirmed the miss — after the students were gone.*

Activity — which is which?

With a shoulder partner, identify which is “**Report it**” (required, annual) or “**Act on it this week**” (drives improvement). Some are both — mark those too.

End-of-year state ELA score

Sessions delivered vs. planned (dosage)

A 2–3 week skill check

Prior-year assessment performance

This week's tutoring attendance

The annual DESE program report

Group size actually delivered

Which students showed up today

Debrief: Which of these would have caught the RCT tutoring dosage shortfall in time? Those are your weekly “act on it” signals.



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PART THREE

From data to decisions

Data only earns its keep when it changes what happens next — for a student, a group, or the program.

03



Turning each signal into an adjustment

If the data shows...	I know because...	It usually means...	Timely adjustment
Attendance dropping (Below 90%)	District or vendor reported data	Same students missing sessions	Change time/period; fix transport; re-engage family; adjust the schedule, not the student
Dosage below plan	District or vendor reported	Sessions cancelled or absorbed	Protect the block; add make-up sessions; audit the calendar vs. delivered
Progress flat	Formative & Summative Assessment data	Skill checks not moving	Re-teach the target skill; regroup by need; check tutor–curriculum alignment
A group surging	Formative & Summative Assessment data	Students hit targets early	Advance the skill focus; exit and backfill from the waitlist
Nothing's moving	Formative & Summative Assessment data	No signal is changing	Check fidelity first — is the model being delivered as designed?

How outcomes-based contracting powers the review cycle

Same signals, sharper stakes. When payment follows **outcomes**, every cadence in the loop drives a decision someone is accountable for.

OBC TENET	HOW IT SHOWS UP IN THE PARTNERSHIP	REVIEW-CYCLE STAGE IT STRENGTHENS
Pay for outcomes, not seat time	A share of payment rides on student growth — so dosage and attendance are money, not just metrics .	WEEKLY · tutor & teacher Gives the attendance & dosage scan real weight — a shortfall is a financial signal, caught early.
Shared goals, set up front	District and vendor agree on the target and the measure before day one.	EVERY 2–3 WKS · building team Progress checks are read against an agreed goal, so “adjust groups & skills” has a clear bar.
Mutual accountability, mid-cycle	Both sides own the number; underperformance is surfaced and fixed early, not at year-end .	MONTHLY · building leader Trends by group trigger reallocation of tutors/time while there is still time to act.
Report to match the monitoring	Vendors report at the grain districts monitor; the data loop is contractual, not optional .	QUARTER / EOY · district Interim & outcome review rests on shared data — and directly informs the scale / renew call.

Bottom line: the review cycle tells you what to do; outcomes-based contracting makes sure someone is accountable for doing it. The two aren’t separate tools — the cadence is how OBC gets paid, and OBC is why the cadence gets acted on.

Check out [The Center for Outcomes Based Contracting](#).

Make data part of one integrated system

When monitoring lives inside your existing improvement cycle — not in a separate compliance binder — reporting becomes a by-product of good practice, not extra work.

Data as compliance

- ✗ Collected to satisfy a report
- ✗ Reviewed once, at the deadline
- ✗ Lives in a separate system/binder
- ✗ Owned by “the data person”
- ✗ Answers: did we submit it?

Data as improvement

- ✓ Collected to inform a decision
- ✓ Reviewed on a routine cadence
- ✓ Lives in the team's normal workflow
- ✓ Owned by tutors, teachers & leaders
- ✓ Answers: is this working, for whom?

HIT data is data you already collect

Arkansas already requires districts to screen, track, and report most of what HIT monitoring needs. HIT's required data is largely a *subset* of your existing workflow — not a new pile of forms.

HIT needs (6 CAR § 282-104)	Arkansas already requires it here or offers a system by which it can be collected
Progress on targeted skills	K-3 literacy screener 3×/yr; dyslexia progress 2×/yr — §§ 6-15-2907, 6-41-603; ATLAS interims (BOY, MOY)
Prior state-assessment performance	Statewide student assessment system — § 6-15-2907
Who is eligible / selected	Multiple academic measures to identify need — § 6-15-2911
Fidelity of implementation	School-level improvement/literacy plan monitoring — § 6-15-2914

The payoff: collect each data point once, in your normal systems, and every report becomes a different view of the same student record.

Four moments to merge HIT with existing monitoring

1

One literacy screener, not three

The K-3 literacy screener (§ 6-15-2907), which serves as the dyslexia screener (§ 6-41-603), acts as the HIT baseline and progress checkpoints too.

2

One progress-monitoring calendar

Schedule two HIT progress checks to double as the twice-yearly parent progress report (§ 6-41-603) — same data, one coherent picture.

3

HIT inside the improvement plan

Name HIT in the literacy plan (§ 6-15-2914) and monitor it on the same fidelity-and-progress cycle; it also feeds § 6-15-2913 tiered-support evidence (§ 6-15-2913).

4

One identification engine

Use the multi-measure identification (§ 6-15-2911) as the HIT eligibility/selection roster the rule requires.

A possible data-review calendar: 2026–27

A planning guide for **any Arkansas district** — line up your local calendar, the state testing windows, and the HIT grant deadlines, then review the same numbers on a steady rhythm.

WEEKLY Tutor & teacher — attendance & dosage; flag at-risk	EVERY 2–3 WKS Building team — progress checks; adjust groups	MONTHLY Building leader — trends; reallocate; remove barriers	QUARTER / EOY District — interim & outcome review; report to DESE
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Month	School-year rhythm (typical AR pattern)	HIT grant milestones	State testing windows (ATLAS unless noted)	What data to review — and who
Aug 2026	Inservice/PD; students start (~mid-Aug)	Apps due (~mid-Aug); await award decision	BOY K–3 literacy & K–2 math screeners (first 30 days); ELPA21/Alt-ELPA screener window opens	Set baselines; stand up the weekly attendance & dosage routine; name your data owners
Sep 2026	Labor Day; fall parent–teacher conf.	Award notice (~Sep 1); finalize contract & logistics (Sep 1–Oct 15)	BOY screeners finish; DLM fall window opens (Sep 7)	WEEKLY scans begin — confirm rosters & baselines; set expected dosage per student
Oct 2026	Q1 ends (~early Oct); fall break	Tutoring starts no later than Oct 16	ATLAS K–2 Interim 1 (Oct 19–Nov 6); PSAT; CLT10; DLM fall	First 2–3-week progress check; adjust groups; recover any missed dosage early
Nov 2026	Thanksgiving break	Data uploads — 1st & 3rd Tuesday	ATLAS K–2 Interim 1 ends (Nov 6); DLM fall continues	MONTHLY leader review: trends by group; reallocate tutors/time; protect dosage around break
Dec 2026	Semester/Q2 ends (~mid-Dec); winter break	Data uploads — 1st & 3rd Tuesday	ATLAS EOC fall summative (Dec 1–18); BOY literacy & DLM fall windows close (Dec 18)	Semester review; flag dosage lost to break; regroup for January
Jan 2027	PD day; MLK; new semester	Data uploads — 1st & 3rd Tuesday	ATLAS Interim 2 opens (3–10/EOC Jan 11; K–2 Jan 25); MOY literacy for new/indicated (Jan 4–Apr 9)	Reset dosage targets; mid-year outcome review; re-screen new/indicated students
Feb 2027	Presidents Day; parent–teacher conf.	Data uploads — 1st & 3rd Tuesday	Interims end (Feb 12); DLM spring & Alt-ELPA open (Feb 1); ACT Window 1 (Feb 23)	2–3-week progress checks against interim results; regroup; district interim review
Mar 2027	Q3 ends (~mid-Mar); spring break	Data uploads — 1st & 3rd Tuesday	ELPA21 summative opens (Mar 1); ACT Windows 1–2; DLM spring	Q3 review; protect dosage around spring break; confirm entry/exit criteria
Apr 2027	Testing season	Data uploads — 1st & 3rd Tuesday	Summatives begin (Apr 26); DLM spring closes (Apr 30); ELPA21 ends (Apr 9)	Pre-summative growth review; verify participation-rate targets are on track
May 2027	Q4 ends (~late May)	K–2 and 4–12 data uploaded by May 31	ATLAS K–2 & 3–10/EOC summative (through May 28)	EOY outcome review; finish May 31 uploads; begin scale/renew decision
Jun 2027	School year ends	Grade 3 data uploaded by June 30	ATLAS Grade 3 ELA summative retake (May 31–Jul 2)	Final Grade 3 uploads by Jun 30; annual outcome review; decide scale/renew

AR LAW Reporting per 6 CAR § 282-104; implement with fidelity to the specified dosage per 6 CAR § 282-102(k) and Ark. Code Ann. § 6-16-1604(a)(3)(A)(i). Testing windows per the DESE 2026–27 Preliminary Assessment Calendar (updated Feb 18, 2026); HIT milestones per the DESE HIT grant timeline. School-year anchors are typical Arkansas patterns — replace with your district's adopted calendar.



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PART FOUR

Building data literacy

None of this works without people who can read, question, and act on data. That capacity is built, not assumed.

04



Data literacy is a skill set — build it on purpose

“Data-driven” only works if teachers and leaders can turn numbers into instructional moves. Research calls this *pedagogical data literacy* — and it has to be taught, not assumed.

IES/What Works Clearinghouse Practice Guide, five recommendations:

- 1 Make data part of an ongoing cycle of instructional improvement.
- 2 Teach students to examine their own data and set learning goals.
- 3 Establish a clear vision for schoolwide data use.
- 4 Provide supports that foster a data-driven culture.
- 5 Develop and maintain a districtwide data system.

Three spreadsheet skills that make data usable

You don't need to be an analyst. Master three moves and you can turn raw exports into answers: structure the data cleanly, summarize it fast, and combine two sources into one.

1 Structure it: one data point per row

Why:

- Clean, "tidy" data is the foundation — every summary and formula depends on it.

How:

- Put one record per row (e.g., one student-session or one score), one field per column.
- Row 1 = clear headers (Student ID, Grade, Subject, Date, Dosage Min, Score).
- No merged cells, no blank rows, no totals mixed into the data. Keep raw data on its own tab.

2 Summarize it: PivotTables

Why:

- Answer "how many / average by group" in seconds — no formulas to write.

How:

- Select the data → Insert → PivotTable.
- Drag a field to Rows (e.g., Grade), a field to Columns (e.g., Subject).
- Drag a number to Values; set it to Count or Average (e.g., avg dosage by grade).
- Refresh after new data lands to update every view at once.

3 Combine it: VLOOKUP / XLOOKUP

Why:

- Merge two sheets on a shared key (e.g., add test scores to your roster by Student ID).

How:

- XLOOKUP (newer): =XLOOKUP(ID, ScoreID_range, Score_range).
- VLOOKUP (classic): =VLOOKUP(ID, ScoreTable, col#, FALSE) — key must be the first column.
- Prefer XLOOKUP: looks left or right, and returns "Not found" instead of an error.

Bottom line: structure once, summarize with a PivotTable, and merge with XLOOKUP — the same three moves work for attendance, dosage, and progress data.

Recommended learning — teachers & leaders

For teachers & tutors

- Reading & interpreting common assessments
- Turning a data point into an instructional move
- Progress-monitoring routines & skill checks
- Collaborative data-team
- Talking about data with students & families
- Avoiding common misreads (noise vs. signal)

For district & building leaders

- Setting a clear vision for data use
- Building & protecting data-review routines
- Leading data conversations without blame
- Data governance, privacy & quality
- Allocating time, tools & staffing for data use
- Coaching teachers on instructional response

Format that works: job-embedded, collaborative, and ongoing — not a one-time workshop. Pair training with coaching.

Use the Arkansas PL Partner Guide

Arkansas vets professional-learning partners in the *Professional Learning Partner Guide (PLPG)* (arkansas.plpartnerguide.org) — 49 approved partners. It is built around high-quality instructional materials (HQIM) implementation, so most data-literacy support is *embedded* in curriculum coaching, not sold as a standalone course.

What to look for in a partner

- Coaching cycles that use student data
- Progress-monitoring & formative-assessment routines
- Data-team / PLC facilitation
- Continuous-improvement or improvement-science methods
- Help using your curriculum's own assessment dashboard

Example partners signaling data-use work

- ANet — integrates assessments + data-driven cycles
- New Visions — data systems & improvement science
- BetterLesson — evidence-based, data-informed coaching
- Bailey Education Group — analyze data, track progress
- The Kirkland Group — data-driven coaching strategies

Reality check: *the PLPG lists these signals from partners' own profiles; confirm specific data-literacy scope with the provider. Pair a portable data-literacy foundation (IES/NCES) with a partner to operationalize it in your curriculum.*



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USING DATA WITHOUT DROWNING IN IT

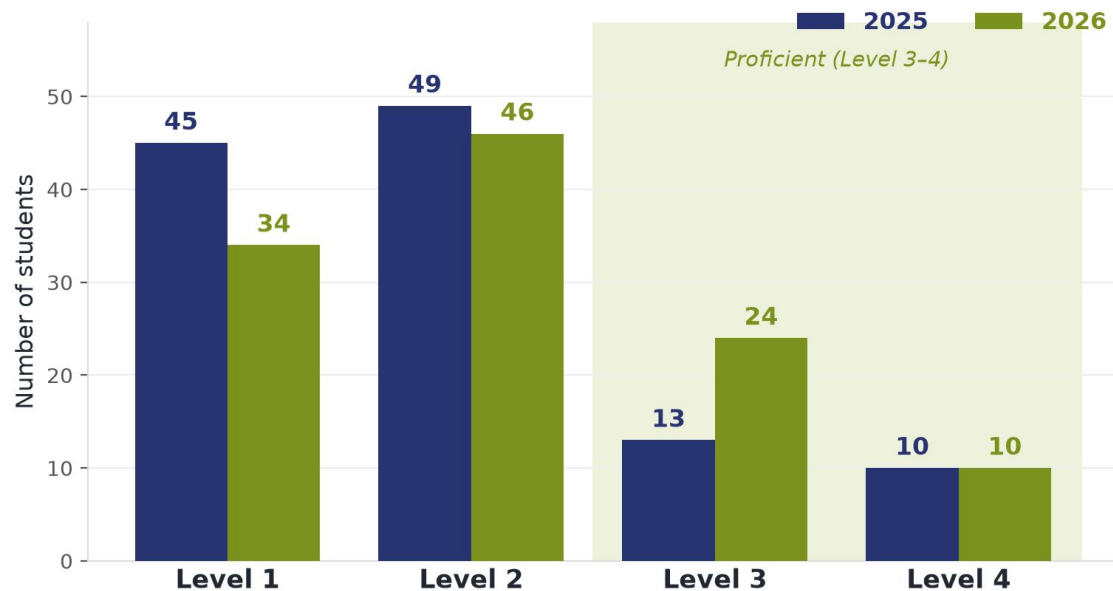
Make the commitment.

Change happens through action.

Growth is real — and it takes years

Hamburg School District · Grade 3 ATLAS Summative reading, one year of change. Progress is visible — **and the work is not done.**

Students by ATLAS performance level — 2025 vs 2026



+10.2 points

Grade 3 proficiency (Level 3-4): 19.7% → 29.8% in one year.

What moved this year

- **Level 3 nearly doubled** — 13 → 24 students (+85%).
- **Level 1 fell** — 45 → 34 students left the lowest band.
- **But ~30% of Grade 3 is still Level 1** — the hardest gains are still ahead.

Why it takes years: these students are one cohort. Closing a foundational-reading gap means the same tight data loop — screen, tutor, monitor, adjust — running every year, for each new group of readers. One year of data shows the loop is working; a trend line takes several.

How we're closing the last 30%

Hamburg School District · Grade 3. Three moves: strong core instruction, targeted tutoring, and an intensive block before ATLAS.

1

Strong core instruction, first

HQIM in every Grade 3 classroom, so the whole grade moves forward, not only the students who are behind.

2

High-dosage tutoring to supplement

Layered over core for the students who need more, aligned to the foundational skills they are missing.

3

3rd-grade intensive HDT

HQIM in every Grade 3 classroom, so the whole grade moves forward, not only the students who are behind.

Core lifts the whole grade. Tutoring catches the students it misses. The intensive block makes those gains count before ATLAS.

GRADE 3 · INTENSIVE HDT COHORT

62.5% scored Level 2+ on the 3rd-grade ATLAS (10 of 16)

16

students served

24

sessions each

90%

attendance

WHY IT WORKED

These were the Grade 3 readers who needed the most support. Nearly 2/3 reached Level 2+ on ATLAS after the intensive block, the model we are scaling to take on the ~30% still at Level 1

CIRCLE BACK: Three signals that predict impact

You don't need fifty metrics. You need three, watched consistently — and Arkansas already requires all three.

Attendance

Are the identified students actually showing up to tutoring?

Enrolled $\neq$ attending. Watch weekly; chase early absences.

Dosage

Are they getting the sessions the plan promised?

“Dosage” = actual student-level sessions delivered — not scheduled.

Progress

Are they learning the targeted skills?

Brief skill checks every 2–3 weeks beat waiting for the state test.

Attendance and dosage are leading indicators — they move first. Progress confirms the tutoring is working.

Exit ticket — one routine, one owner, one date

In your notes app on your phone, commit to one monitoring move you'll actually start. Be specific — a routine you'll keep, a person who owns it, and the week it begins.

1

One routine

Which single signal — attendance, dosage, or a progress check — will you watch on a set cadence?

2

One owner

Who is responsible for looking at it and deciding what changes?

3

One date

When does the first review happen — and how often after that?

Come back to that note. It's your first “act on it,” not another thing to report.



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USING DATA WITHOUT DROWNING IN IT

Collect less.
Look on a schedule. Act every time.

Three signals — attendance, dosage, progress — watched on a routine and tied to a decision. Reporting takes care of itself when improvement comes first.

Questions & discussion

Learning Services · Division of Elementary & Secondary Education · ade.tutoring@ade.arkansas.gov

Q & A

Questions, reactions, and what you're taking back.

To get us started

- What resonated — and what would you push back on?
- What's the first thing you'll try in your district?
- Where do you still need support from DESE?

Thank you. Reach the HIT team anytime at DESE Office of Learning Services.

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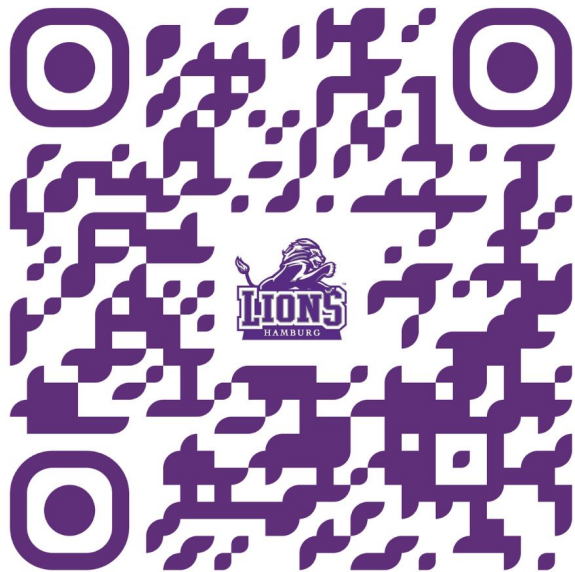
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ADDITIONAL CONTACT

Want to know more about Hamburg School District's journey with OBC and High Impact Tutoring?

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EIR High Impact Tutoring Grant - AIR READING



\$15,000,000 Awarded to Arkansas for Early Intervention in Reading

Districts Receive

- Foundational Reading Tutoring Services
- Districts will not carry financial burden or have to manage a grant
- Priority for High-Impact Tutoring Grant funds
- Technology needs for students receiving HIT services
- Ongoing Technical Assistance for implementation support
- IT Infrastructure Support
- Technical assistance in utilizing E-Rate funds
- Stipends for support staff



***Participation does not exclude districts from
applying for additional HIT funding for grades 3–12***

[AIR Reading HIT Grant Interest Survey – Fill out form](#)



Where to start — trusted resources

- **IES / What Works Clearinghouse.** Using Student Achievement Data to Support Instructional Decision Making — the five-recommendation practice guide and its rubric.
- **NCES — Forum Guide to Data Literacy.** Practical federal guide for building educator data literacy, roles, and routines.
- **Data Quality Campaign.** Teacher Data Literacy briefs and the case for a data-literate teacher in every classroom.
- **Mandinach & Gummer.** Data Literacy for Educators — the foundational framework for pedagogical data literacy in preparation and practice.
- **DESE support.** Ark. Code Ann. § 6-16-1603(4): DESE provides training, technical assistance, and guidance — plus reporting templates — to participating districts.

REFERENCES

Sources & further reading

- **Arkansas High-Impact Tutoring Pilot Program.** Ark. Code Ann. §§ 6-16-1601 to -1604 (Acts 2023, No. 237 — LEARNS Act); research-based criteria, § 6-15-3104 (Acts 2021, No. 912).
- **DESE Rules Governing Tutoring Grants.** 6 CAR §§ 282-101 to -104 — HIT definition, plan requirements, providers, and data collection & reporting (defines “dosage”).
- **IES / What Works Clearinghouse.** Using Student Achievement Data to Support Instructional Decision Making (five recommendations).
- **NCES.** Forum Guide to Data Literacy (NFES 2024-079).
- **Data Quality Campaign.** Teacher Data Literacy: A Brief for State Policymakers; Data Literacy 101.
- **Mandinach, E. & Gummer, E.** Data Literacy for Educators: Making It Count in Teacher Preparation and Practice.
- **Sanbonmatsu, Solowski, Sharp, Muroga, Staiger & Kane (2026).** Randomized Controlled Trial of BookNook Virtual ELA Tutoring (SY24–25). Harvard Center for Education Policy Research.
- **Kohlmoos, L. (2026).** You Get What You Pay For in Tutoring Implementation. Accelerate.