



# From Logs to Learning

How a Data Standard Improves High Dosage Tutoring

# Key Objectives

- Demonstrate how a domain-specific standard can improve implementation quality
- Learn and inform the DATAS standard for high dosage tutoring
- Use the DATAS standard to interpret data and produce insights
- Have a little fun... *a late afternoon session at the end of the conference. What could be better??*

# Who are we?



**Shaunté Duggins, Ph.D.**

Director, State Initiatives  
UF Lastinger Center for Learning



**Jason Godfrey, Ph.D.**

Managing Director, Data  
Accelerate



**Sarah Glover, not Ph.D.**

Board Member, Littera  
Grandma, SDP

# And who are you?

- Where do you work?
- Do you support tutoring programs?
- Do you support another intervention / instructional support that lacks a data standard?
- Do you support another intervention / instructional support that has benefitted from a data standard?

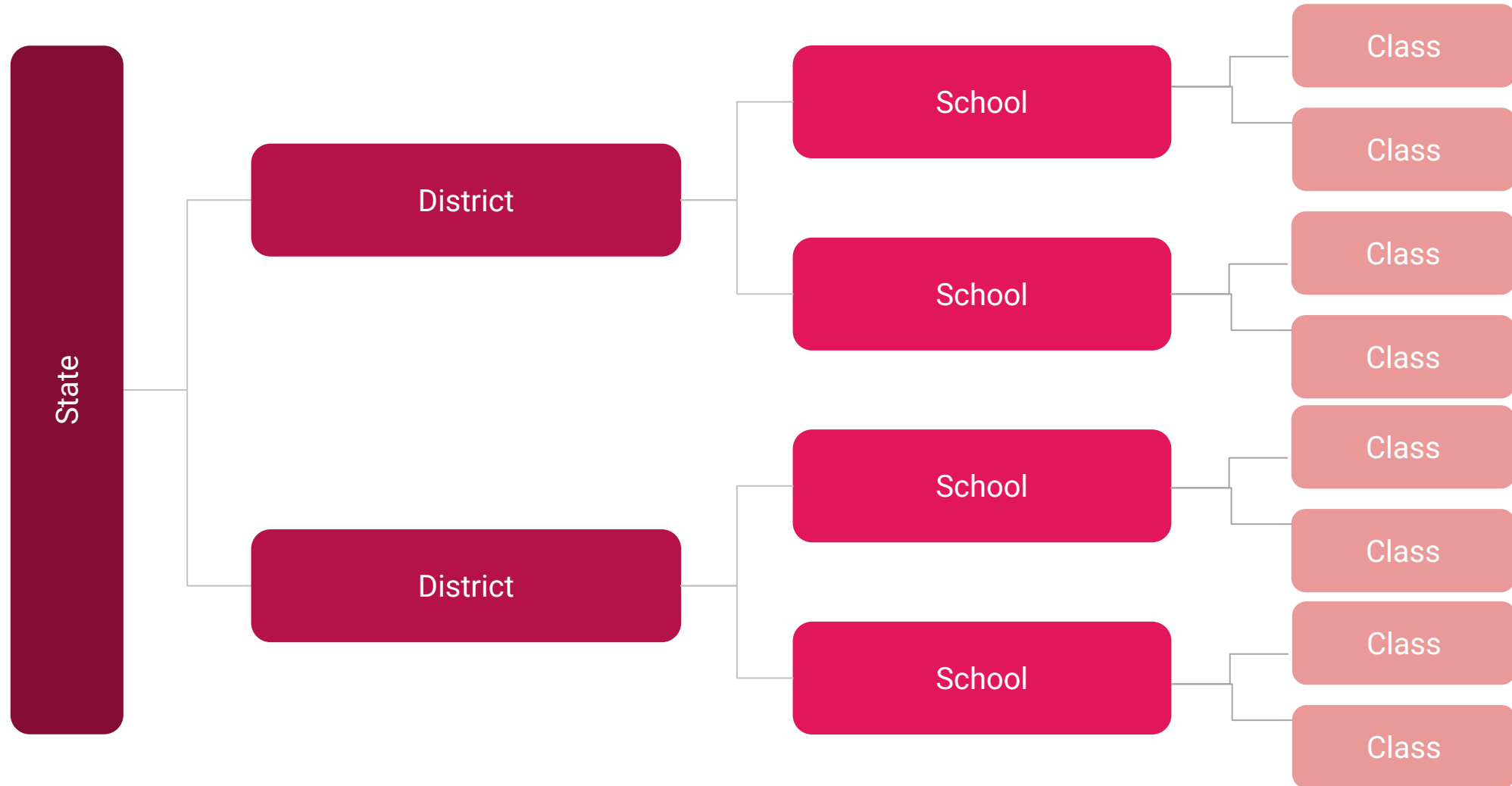
# How to get from Logs to Learning when you have too many logs?



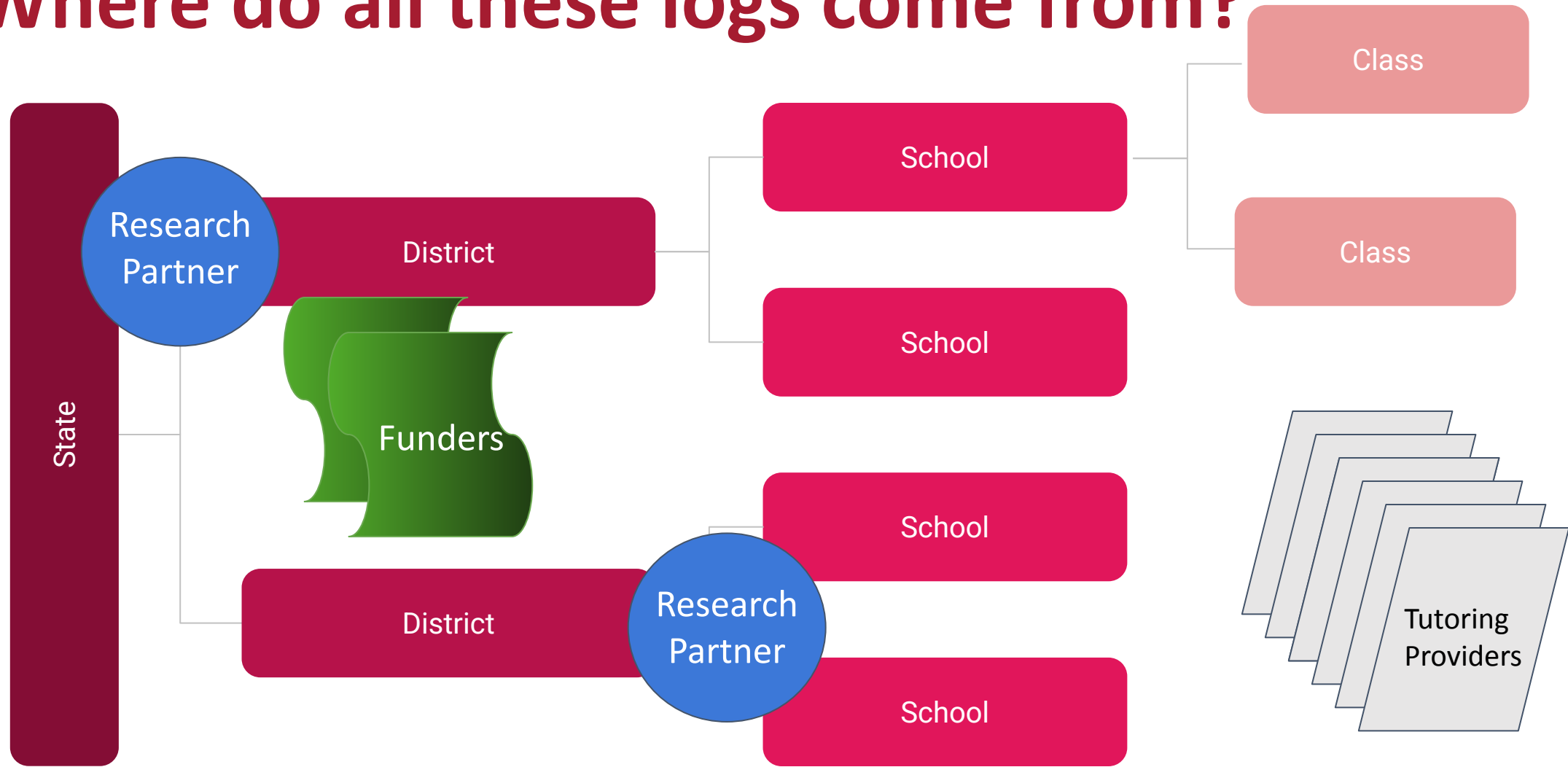
# It requires an interoperability mindset



# Where do all these logs come from?



# Where do all these logs come from?



# Step 1. Define the data

- Define the data that you need
  - A data standard can help you do this not just for your organization, but for an industry / domain
- Define the formats you need it in
  - The data standard can address this as well
- Define who is responsible for submitting which elements
  - Provider, administrator, school, etc.

## Step 2. Validate the data

- Early in the life-cycle, collect a subsample of data
- Validate it matches your requirements
- Incentivize compliance (grant funds, statute, shared knowledge)

# Step 3. Use data to track implementation and know where to focus

If you collect identically formatted data across systems, then you can truly compare apples-to-apples *during* implementation

- How many hours of tutoring were delivered (per day, week, month)?
- How often did students meet with the same tutor?
- How often did a tutoring session start on time?

# Go to the toolkit



<https://datas-toolkit.streamlit.app/>



# Download fake data sets

- Use the QR code at your table

Or

- Visit: <https://tinyurl.com/DATASets2026>



# Use the toolkit to discover a problem of practice

- How can this information improve your implementation?
- How can it improve your strategic partnerships?
- How can it improve outcomes?



# Case Study: Florida Tutoring Advantage



Administered by

**UF** | Lastinger Center for Learning  
UNIVERSITY *of* FLORIDA

# What does the Lastinger Center do?

## UF Lastinger Center for Learning

Develops innovations, establishes partnerships, engages in research and legislative & community advocacy to inform and advance the Center's work

*"helping teachers teach and students learn."*

### Develops & Implements

#### Professional Learning Programs

Programs (**Lastinger Learning**) designed to meet the needs of educators in **early childhood, literacy and mathematics** and target three critical milestones.

1. **Kindergarten readiness**
2. **3rd grade reading proficiency**
3. **9th grade algebra proficiency**

### Develops & Administers

#### State Initiatives

Entrusted by the state to develop and administer state-supported programs, the Center impacts the lives of children and educators in every county in the state of Florida.

1. **New Worlds Reading Initiative (2021)**
2. **Florida Tutoring Advantage (2024)**

# Florida Tutoring Advantage

*Legislative Foundation: HB 1361 (2024) ([Florida Statute 1008.366](#))*

- Grounded in research-based practices
  - Strong program infrastructure
  - Technical assistance and professional learning
  - AI opportunities to customize and accelerate learning for students and reduce teacher workload
  - Data-driven and accountable
- ***Use data to drive measurable student growth***



# Florida Tutoring Advantage

Administered by the UF Lastinger Center *for Learning*



Implement standards, guidelines, and best practices



Mobilize with professional learning opportunities



Partner with school districts on the creation/implementation of HIT K-5



Analyze data to measure effectiveness and drive improvement



Collaborate with Vendor Partners to provide access



Transform learning with AI enhanced support for students in grades 6-12



Optimize Program Operations

# Florida Tutoring Advantage

- States Leading Recovery Grant, Accelerate
- Template
  - Student Data
  - Tutor Data
  - Session Data

# Florida Tutoring Advantage

2026-2027 Template Changes	
Student Data	
Variable Name	Variable Label
<b>FLEID</b>	<b>Mandatory</b>
<b>SIS ID</b>	<i>Preferred</i>
<b>Student First Name</b>	<b>Mandatory</b>
<b>Student Last Name</b>	<b>Mandatory</b>
<b>District Number</b>	<b>Mandatory</b>
<b>District Name</b>	<b>Mandatory</b>
<b>School Number</b>	<b>Mandatory</b>
<b>School Name</b>	<b>Mandatory</b>
<b>Birthdate</b>	<i>Preferred</i>
<b>Student Grade</b>	<b>Mandatory</b>
<b>School Year</b>	<b>Mandatory</b>
<b>Semester Implementation</b>	<b>Mandatory</b>

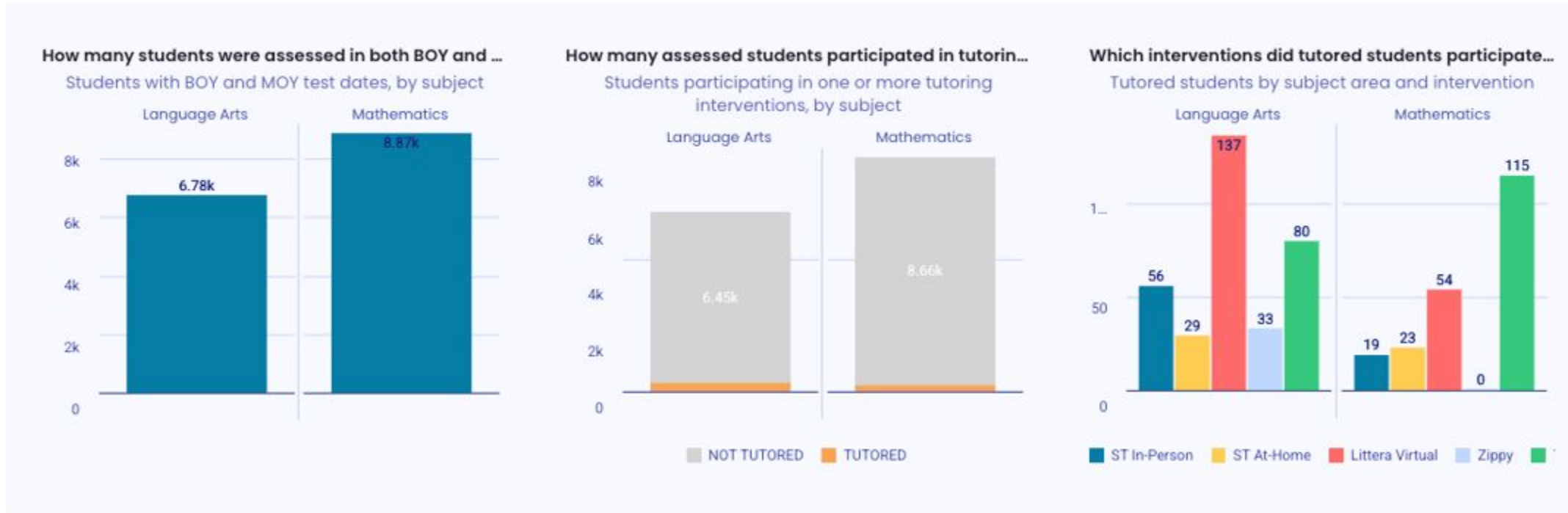
Tutor Data	
Fields	Requirement
<b>Vendor Name</b>	<b>Mandatory</b>
<b>Tutor ID</b>	<b>Mandatory</b>
<b>Tutor First Name</b>	<b>Mandatory</b>
<b>Tutor Last Name</b>	<b>Mandatory</b>
<b>Tutor State of Employment</b>	No collection required.
<b>Tutor FTE</b>	No collection required.
<b>Tutor Role</b>	No collection required.
<b>Tutor Age</b>	No collection required.
<b>Tutor Race</b>	No collection required.
<b>Tutor Ethnicity</b>	No collection required.
<b>Tutor Sex</b>	No collection required.
<b>Tutor Years Experience</b>	No collection required.
<b>Tutor Highest Degree Obtained</b>	No collection required.

Session Data	
Variable Name	Variable Label
Vendor Name	Mandatory
Session ID	Mandatory
FLEID	Mandatory
Tutor ID	Mandatory
Tutoring Group Number/ID	Mandatory
Tutoring Group Number/ID (Actual)	Mandatory
Student Attendance	Mandatory
Tutor Attendance	Mandatory
Session Date	Mandatory
Session Scheduled Start Time	Mandatory
Session Scheduled End Time	Mandatory
Actual Session Start Time	Mandatory
Actual Session End Time	Mandatory
Session Subject Focus	Mandatory
Session Modality	Mandatory
Session Group Size	Mandatory

# Tutoring Landscape Overview

Sampletown Schools offers multiple tutoring models (Sampletown In-Person, Sampletown At-Home, Littera Virtual, Zippy Students, and TutorZone).

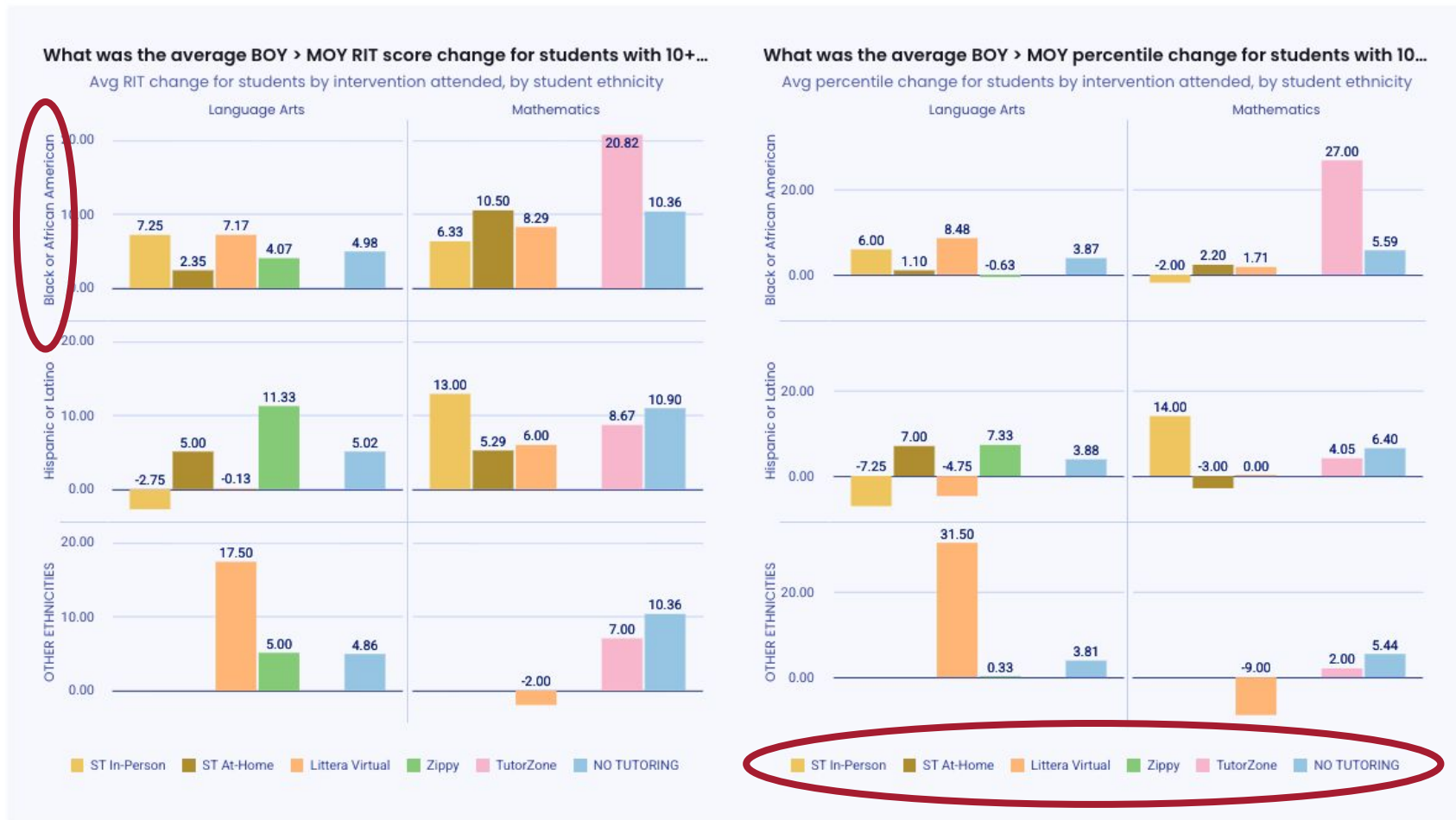
Among students with BOY and MOY Language Arts assessments, 332 (4.90%) participated in some form of tutoring. For math, 211 (2.38%) participated in some form of tutoring:



# Outcomes by Student Group and by Tutoring Provider

For Language Arts, Black students benefitted most from **Sampletown In-Person** and **Littera Virtual**, while Hispanic students benefitted most from **Zippy** tutoring. For Math, **TutorZone** tutoring had the greatest impact for Black students, while **Sampletown In-Person** produced the greatest gains for Hispanic students:

Student Group



Tutoring Provider



# OBC Tracking

Organization Name\* ⓘ

Springfield Public Schools

Program Status ⓘ

Select values

Program Name ⓘ

Select values

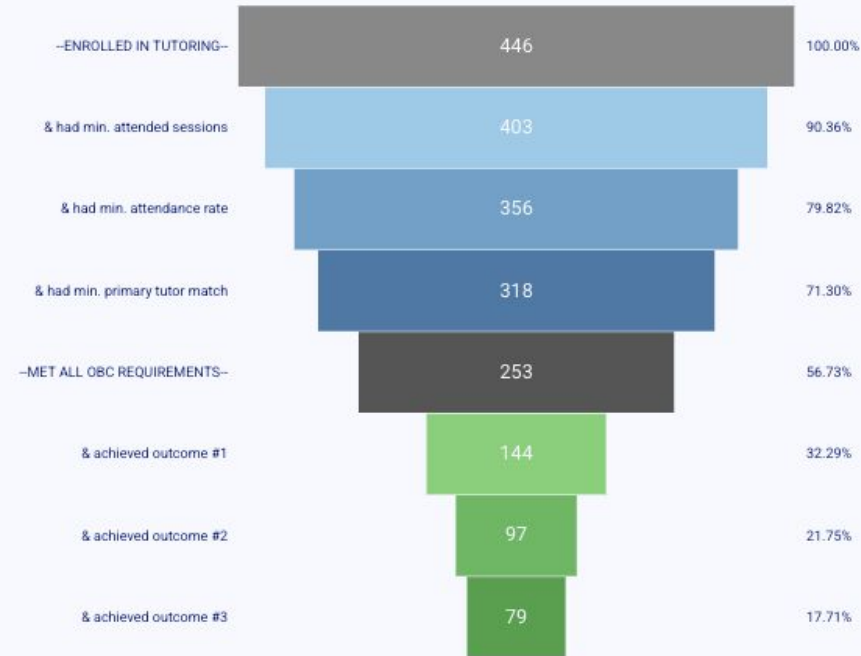
Set OBC parameters

Outcomes & payments summary

OBC requirements summary

## Student summary by OBC requirements

How many students were enrolled in tutoring, how many were eligible for OBC payments, and how many achieved each outcome?



Total OBC payments

**\$39,460.00**

21.6% of total potential payments

Outcome #1: Met or exceeded "mid-level" growth percentile ⓘ

**\$10,080.00** 25.5% of total OBC payments

Outcome #2: Met or exceeded "high" growth percentile ⓘ

**\$13,580.00** 34.4% of total OBC payments

Outcome #3: "proficient" or better placement on state assessment ⓘ

**\$15,800.00** 40.0% of total OBC payments

# Please do this at Home!

## *Resources*

- *National Student Support Accelerator Toolkit for Tutoring Programs*
- *Tutoring Quality Standards*
- *DATAS (Data Alignment and Tutoring Assessment Standards)*
- *Accelerate*
- *Florida Tutoring Advantage*

# Takeaways and Questions



Thank You