

Access Is Not Enough — Stanford Randomised Trials Find Students Barely Used an AI Reading Tutor, Even With Human Support

AI in Education · Good practice · United States of America

Quality score: 53/100

Evidence strength: Moderate

Summary

Two RCTs with 355 students in grades 1-5 in two high-poverty US districts: average AI-tutor use was 2.2 and 5.2 minutes a week against 30 recommended. Human support raised use by 1-4.4 minutes; reading did not improve.

Key dimensions

Dimension	Score
Evidence of learning impact	2/3
Equity & inclusion	1/3
Transparency, ethics & data protection	2/3
Teacher capability & pedagogy	2/3
Scalability & sustainability	1/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-10-11

[Stanford University \(SCALE Initiative; Robinson, Gormley, Ribeiro, Loeb\)](#) — accessed 2026-10-11

[Stanford NSSA study page](#) — accessed 2026-10-11

[K-12 Dive coverage, 18 June 2026](#) — accessed 2026-10-11

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