

NUMI AI Math Tutor — A 6,997-Student Trial in Chattanooga, Tennessee Finds Modest, Mostly Post-Error Gains

AI in Education · Good practice · United States of America

Quality score: 27/100

Evidence strength: Cautionary / limited

Summary

A randomized trial of 6,997 Tennessee middle-schoolers found an AI math tutor slowed practice but improved error recovery by 8.5 points, with only a marginal 3.2-point delayed-test gain overall ($p=0.065$) -- an honestly mixed, not-yet-peer-reviewed result.

Key dimensions

Dimension	Score
Evidence of learning impact	1/3
Equity & inclusion	0/3
Transparency, ethics & data protection	2/3
Teacher capability & pedagogy	0/3
Scalability & sustainability	1/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-09-28

[University of Toronto \(NUMI Learning\) with Hamilton County Schools](#) — accessed 2026-09-28

[EdTech Innovation Hub: AI tutor slows math practice but improves post-mistake recovery in 6,997-student trial](#) — accessed 2026-09-28

[EdWorkingPapers: Making AI Tutoring Productive \(Oreopoulos, Liut, Sungu, Low, 2026\)](#) — accessed 2026-09-28

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