

One Click Away — A Two-Year Cluster RCT Finds Khanmigo Access Alone Doesn't Move the Needle in Tennessee

AI in Education · Good practice · United States of America

Quality score: 47/100

Evidence strength: Randomised controlled trial

Summary

A two-year cluster-randomized trial across 18 Hamilton County, Tennessee middle schools found Khanmigo access raised math scores by 0.06–0.08 SD, but the median student engaged on only a third of practice days — access alone did not guarantee use.

Key dimensions

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

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-09-10

[Hamilton County Schools with Philip Oreopoulos & Nina Low \(Annenberg Institute at Brown University / NBER\)](#) — accessed 2026-09-10

[NBER Working Paper 35620](#) — accessed 2026-09-10

[Chalkbeat: Students rarely engaged with Khanmigo, study finds](#) — accessed 2026-09-10

[EdWorkingPapers ai26-1551 \(full text PDF\)](#) — accessed 2026-09-10

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