The Neglected 15% — Carnegie Mellon's Hybrid Human-AI Maths Tutoring Evaluated for Students with Disabilities in Urban Middle Schools

AI in Education · Good practice · United States of America

Quality score: 60/100

Evidence strength: Moderate

Summary

Carnegie Mellon researchers paired part-time human tutors with AI maths software in two low-income urban middle schools (362 and 733 pupils; 27% and 16% with disabilities). Quasi-experimental gains held for students with disabilities at least as much as for peers.

Key dimensions

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

Evaluated by C-NAPSE

Data sources

C-NAPSE web research — accessed 2026-11-25

Carnegie Mellon University — accessed 2026-11-25

Stanford SCALE repository — The Neglected 15% (AIED 2024) — accessed 2026-11-25

OSF/EdArXiv preprint via Sciety — accessed 2026-11-25

Three-study quasi-experiment, LAK 2024 (arXiv) — accessed 2026-11-25

Publisher record (Springer LNCS, AIED 2024) — accessed 2026-11-25

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