

# Tutor.com Effectiveness Study

ESSA Evidence Level II  
November 2023



## Background

Tutor.com engaged LearnPlatform by Instructure to examine the impact of Tutor.com on K-12 student outcomes.

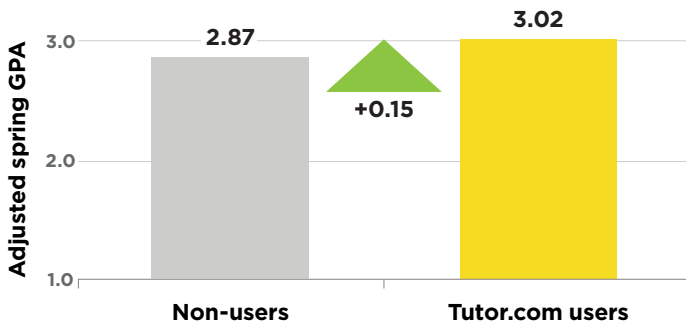
## Study

Researchers conducted a matched analysis of 746 students in grades 9-12 from a California school district for the 2022-23 school year. The district is predominantly Hispanic (59%) and Asian (35%). Approximately 85% of households have broadband internet, and 23% have income below the poverty level.

## Findings

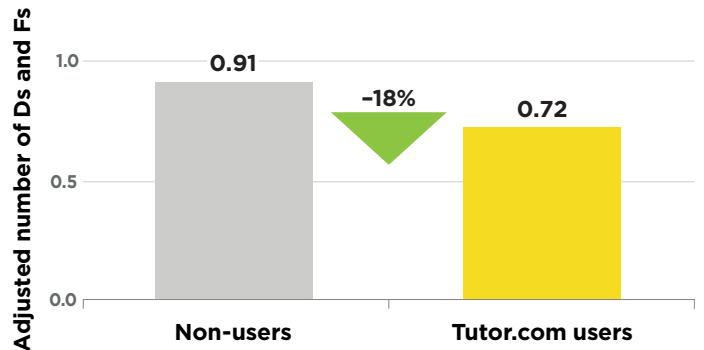
The below results are all statistically significant.

**Students who used Tutor.com had a higher spring-semester GPA than non-users.**



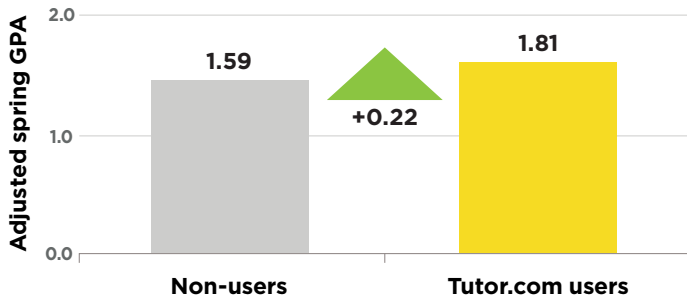
Adjusted mean spring GPA for Tutor.com users and non-users. Mean difference was statistically significant ( $g = 0.15$ ,  $p < .001$ ;  $n = 746$ ).

**Tutor.com users had 18% fewer spring semester Ds and Fs compared to non-users.**



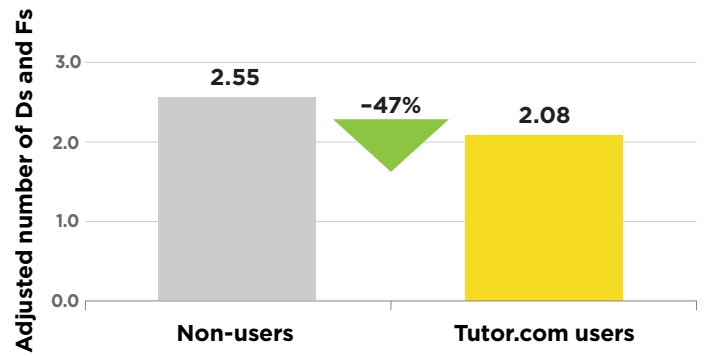
Adjusted mean number of Ds and Fs for Tutor.com users and non-users. Mean difference was statistically significant ( $g = -0.14$ ,  $p < .01$ ;  $n = 746$ ).

**Among low-achieving students, Tutor.com users had a higher spring-semester GPA compared to non-users.**



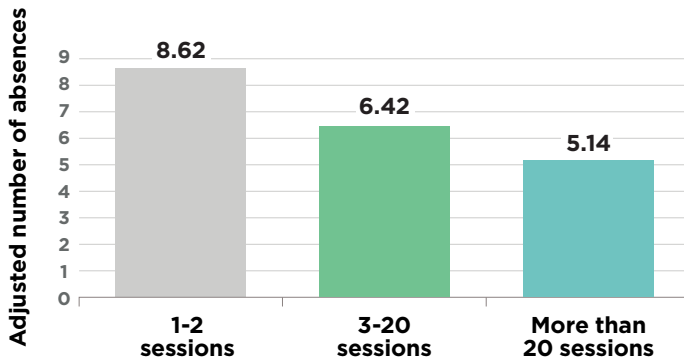
Adjusted mean spring GPA for Tutor.com users and non-users (low-achieving students, GPA < 2.53, in the fall semester). Mean difference was statistically significant ( $g = 0.26, p < .05; n = 185$ )

**Among low-achieving students, Tutor.com users had 47% fewer spring-semester Ds and Fs compared to non-users.**



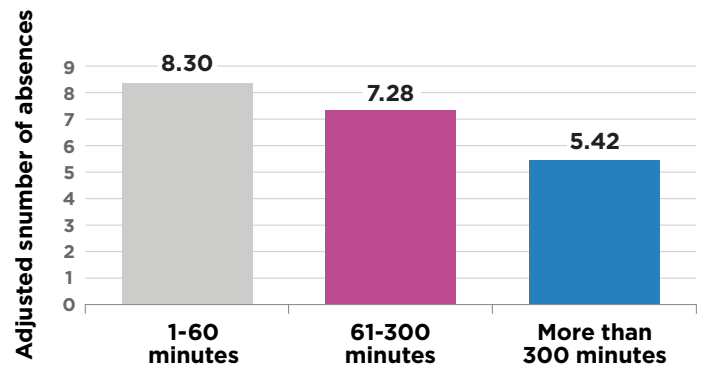
Adjusted mean number of Ds and Fs for Tutor.com users and non-users (low-achieving students, GPA < 2.53, in the fall semester). Mean difference was statistically significant ( $g = -0.29, p < .05; n = 184$ )

**Students who completed more Tutor.com sessions had fewer absences.**



Influence of the number of sessions on Tutor.com users' total 2022-23 absences ( $n = 373$ ). Mean differences between 1-2 sessions and higher usage groups were statistically significant ( $g = -0.21, p < .05; g = -0.29, p = .04$ ).

**Students who completed more Tutor.com tutoring minutes had fewer absences.**



Influence of the number of minutes on Tutor.com users' total 2022-23 absences ( $n = 373$ ). Mean difference 1-60 minutes and more than 300 minutes was statistically significant ( $g = -0.26, p = .04$ ). The mean difference between 1-60 minutes and 61-300 minutes was not statistically significant ( $g = -0.09, p > .05$ ).

## Conclusion

Given multiple positive outcome findings, this study provides results to satisfy ESSA evidence requirements for Level II.

To learn more, visit [tutor.com/k12](https://tutor.com/k12).