



# K12 TUTORING

## Research Summary

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February 20, 2026

## EXECUTIVE SUMMARY

This report synthesizes the current evidence base for K12 Tutoring, a high-impact, virtual tutoring solution designed to help districts accelerate learning and close gaps for students who are behind grade level. Drawing on a logic model that meets ESSA Level IV criteria along with ESSA Level II and III studies across grades 1–12, the report finds that students who participate in K12 Tutoring tend to demonstrate stronger academic outcomes than comparable non-participating peers, though effects vary across contexts and student groups.

- **Problem:** Districts nationwide continue to grapple with learning inequities while simultaneously facing staffing and funding shortages. Many districts must seek partnerships that can deliver high-quality tutoring at scale and demonstrate a measurable difference in academic outcomes across settings and grade levels.
- **Solution:** K12 Tutoring offers an online, high dosage tutoring model delivered in small groups or one-on-one by certified teachers. Further, K12 Tutoring prioritizes alignment with state standards and coordination with schools to ensure smoother implementation.
- **Conclusion:** K12 Tutoring combines a flexible, high-dosage virtual tutoring model with an ESSA-aligned evidence portfolio spanning ESSA Levels II–IV and grades 1–12. Across the evidence base, students who utilize K12 Tutoring demonstrate stronger academic outcomes on course grades, benchmark exams, and state assessments. The research generally indicates that early elementary intervention in literacy and math tends to yield the largest benefits for students who engage with the service regularly. For districts seeking a partner to support learning recovery, improve outcomes, and advance equity, K12 Tutoring offers a clear, evidence-based path forward.

## K12 TUTORING'S COMMITMENT TO EVIDENCE

K12 Tutoring is a high-impact, virtual tutoring solution designed to help districts provide consistent, high-quality academic support to students who need it most. Tutoring programs yield consistently positive impacts on student learning (Nickow et al., 2024). As districts seek scalable approaches to address pandemic-related learning disruptions and existing opportunity gaps, individualized instruction has emerged as among the most effective and equitable strategies available (Kraft & Falken, 2021). K12 Tutoring has responded to this need by building a portfolio of studies spanning various grade levels, subject areas, and settings.

The following research summary merges together findings from multiple Every Student Succeeds Act (ESSA)-aligned K12 Tutoring studies. Together, these efforts trace an intentional path from theory of change (ESSA Level IV) to quasi-experimental and correlational evidence (ESSA Levels II and III), providing a comprehensive view of the evidence supporting the effectiveness of tutoring in helping students achieve stronger academic results.

## K12 TUTORING PROGRAM & LOGIC MODEL FOUNDATION

At the core of the program, K12 Tutoring provides regular tutoring sessions delivered in small groups or one-on-one formats by certified teachers. Sessions are aligned with state standards and are coordinated with districts to support a high-quality, curriculum aligned implementation. K12 Tutoring aims to improve reading and math achievement by providing targeted instruction on the specific skills and concepts where students need additional practice. The program is intentionally designed to narrow learning gaps for students who are behind grade level, with a focus on those who might otherwise struggle to access individualized support.



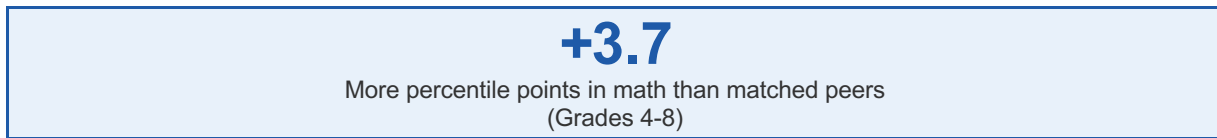
K12 Tutoring's logic model meets ESSA Level IV (Demonstrates a Rationale) standards by integrating their standards-aligned curriculum with certified tutors and data-driven dashboards to deliver individualized, evidence-based instruction. This framework bridges structured academic activities with measurable outputs to drive outcomes ranging from immediate skill development to long-term academic achievement and college readiness. This framework guides K12 Tutoring's research agenda, thereby informing subsequent ESSA Level II and III studies that test how tutoring time and implementation fidelity translate into academic gains across subjects, grade levels, and settings.

# EVIDENCE FROM IMPACT STUDIES ACROSS CONTEXTS

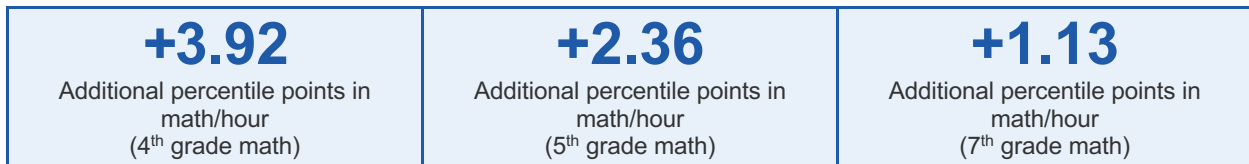


## Middle Grade Math Outcomes on State Assessments

[One study](#) compared students who received K12 Tutoring with matched peers who did not participate. Students were enrolled in grades 4 through 8 across three schools during the 2023-2024 and 2024-2025 academic years. The study found that students who participated in K12 Tutoring achieved significantly higher scores on the State of Texas Assessment of Academic Readiness (STAAR) math assessment than their matched peers, corresponding to an estimated gain of 3.7 additional percentile points. These effects were consistent across demographic subgroups, including students with disabilities, English learners, and economically disadvantaged students.



[An ESSA Level III study](#) examined the relationship between tutoring time and performance on the Virginia Standards of Learning (SOL) math assessment for students in grades 4 through 8. The study found a positive association between tutoring minutes and state math test scores, with students who spent more time in K12 Tutoring earning higher math scores even after accounting for where they started academically.



Together, these studies demonstrate that K12 Tutoring can support improved math outcomes on state assessments across multiple contexts and implementation models.



## Elementary Reading and Math Outcomes on Benchmark Assessments

Beyond state assessment results, several ESSA Level II studies examined student improvement in early literacy and math using benchmark assessments administered throughout the school year. In [the literacy study](#), K12 Tutoring partnered with multiple virtual schools serving students in grades 1 through 3 across several states. [To measure math outcomes](#), K12 Tutoring worked with students in grades 2 through 6. Many of these students began the year below benchmark on assessments, representing a group that districts are particularly eager to support. The studies used a quasi-experimental design with propensity score matching to compare students who received K12 Tutoring to similar students who did not participate in tutoring.



Literacy tutoring sessions were scheduled multiple times per week and were intended to complement core reading instruction. Results from the study showed that students who received K12 Tutoring demonstrated stronger growth on reading assessments than their matched peers who did not receive tutoring. The difference in growth was especially meaningful for students who entered the program well below benchmark.

Math tutoring was delivered in small-group sessions of fewer than four students, with participants completing an average of 12 sessions over the course of the school year. Findings for math indicated that students who received K12 Tutoring outperformed their matched peers on end-of-year math assessments. Students who received higher-dosage tutoring (more than 12 hours) experienced the greatest gains.

<b>+7.53</b> More percentile points in literacy than matched peers (Grades 1-3)	<b>+6.36</b> More percentile points in math than matched peers (Grades 2-6)
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For district leaders, this study offers evidence of how K12 Tutoring can be integrated into a school to support foundational competencies and ensure that young students build the skills they need for later grades.

### High School Course Grades in Reading and Math

[This study](#) examined data from students in grades 9 through 12 enrolled in multiple schools across several states. The study tested whether time spent in tutoring was associated with better course grades in core subjects, particularly math and English language arts (ELA). Tutoring sessions are delivered either one-on-one or in small groups.



The findings showed a positive association between more tutoring time and higher course grades in both math and ELA. For example, students who accumulated more hours of tutoring over a semester tended to earn higher percentages in their courses than peers with less exposure to tutoring.

<b>+5.70%</b> Percentage increase in math/15 hours (Grades 9-12)	<b>+6.02%</b> Percentage increase in ELA/15 hours (Grades 9-12)
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For districts and schools, these results underscore the value of K12 Tutoring as a support for college and career readiness. High school students often juggle multiple responsibilities and may hesitate to seek help. A tutoring model that is accessible, flexible, and responsive to student needs can make a meaningful difference in course outcomes. Further, because course grades are a key indicator of credit accumulation and progress toward graduation (National Academies of Sciences, Engineering, and Medicine, 2019), they are of high interest to districts and families alike.

## CROSS-STUDY INSIGHTS

Across the logic model and ESSA-aligned studies, a set of consistent patterns emerges. Students who receive tutoring demonstrate stronger outcomes than their non-tutored peers across multiple metrics, including benchmark assessments, state tests, and course grades. The most meaningful academic benefits appear in early elementary literacy and math, where regular engagement with tutoring yields the largest gains. Additionally, the evidence consistently shows that more time in tutoring is associated with greater benefits. The evidence base spans across a wide range of grade bands and modalities, reflecting positive associations with outcomes from early elementary through high school.

## LOOKING AHEAD

Looking forward, K12 Tutoring and its partners plan to continue expanding the evidence base. Future studies may explore additional subject areas, grade bands, and implementation models, including AI-supported and human-facilitated hybrid tutoring models, as well as longer-term outcomes such as credit accumulation, graduation rates, and postsecondary enrollment. There is also opportunity to examine non-academic outcomes, including student confidence, motivation, and retention. Additionally, there is also an opportunity to deepen the focus on equity by examining outcomes for specific student groups, such as English learners, students with disabilities, and students from historically marginalized communities.

This existing portfolio provides a solid foundation for moving forward with K12 Tutoring as part of a strategy for supporting students. For district and organizational leaders, the current evidence base around K12 Tutoring offers rationale for investing in high-dosage virtual tutoring as part of a broader strategy for learning recovery and long-term improvement. Districts can use the logic model and ESSA-aligned studies to communicate with school boards, community stakeholders, and state agencies about how tutoring is expected to work and what outcomes it has already achieved in comparable settings. These studies can also support decisions about how to allocate funding, including federal and state dollars tied to evidence requirements.

## REFERENCES

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