



PRELIMINARY FINDINGS AS OF JUNE 2025

The Impact of Virtual High Dosage Tutoring in New Mexico

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THE PARTNERSHIP

Since 2022, the New Mexico Public Education Department has been working with Saga Education and the Personalized Learning Initiative to stand up virtually delivered high dosage tutoring for middle school math across the state and study its impacts on student learning. This brief summarizes the findings for school year 2023-24.

THE PROGRAM

In 2023-24, the high-dosage, small-group model was designed to provide:

- ✓ Virtual tutoring during the school day in classrooms with an in-person proctor
- ✓ Tutors working virtually with 1-4 students at a time
- ✓ Sessions lasting at least 30 minutes for at least 90 minutes per week over 32-36 weeks

The state hired their own virtual tutors. The program used the curriculum developed by Saga Education, which also provided technical assistance support and trained tutors with New Mexico.

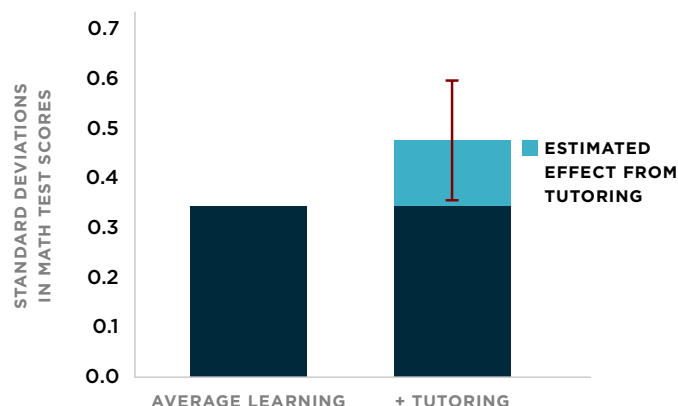
THE STUDENTS

1,462 students from 18 middle schools - 8 rural, 5 in towns, 5 in cities - across 6th, 7th, and 8th grades participated in the study in 2023-24. 69% of students served are students of color, 18% are Native American students and 17% are English Language Learners.



HIGH-DOSAGE TUTORING INCREASED LEARNING SIGNIFICANTLY

On average, students received 64 sessions of tutoring over the year. Our preliminary findings from New Mexico in 2023-24 showed that the students who received this type of tutoring learned approximately 38% more math over the year than those who did not receive tutoring but had access to all other status quo services.



Students who received this high-dosage tutoring learned **38% more in one year** than similar students who did not receive it.

METHODOLOGY

We use a randomized controlled trial to measure the impact of tutoring on student learning. In most participating schools, this high-dosage tutoring was provided to all the students in one randomly selected grade level - 6th, 7th, or 8th. The students in the non-selected grade levels continued to receive status quo math services. Because we used a fair lottery, the differences in test scores between the tutored and non-tutored students across all the schools can be attributed directly to tutoring and not other factors.

To measure student learning we standardized the raw score from New Mexico's state assessment (MSSA). The extra math learning the tutored students experienced (.13 SD in the treatment-on-the-treated impact analysis, p -value = 0.03) was equivalent to 38% of the growth students in middle school do over a typical school year nationally (.34 SD; Hill et al, 2008), or approximately 3.5 extra months of learning.

These estimates are preliminary and subject to change; data from 2023-24 will also be pooled with data from 2024-25, once available, for additional analysis.

THE PERSONALIZED LEARNING INITIATIVE

Starting in 2022, the New Mexico Public Education Department partnered with the Personalized Learning Initiative, a nationwide study to address pandemic learning loss, to bring math tutoring to middle school students across New Mexico. This multi-year collaboration is aimed at producing evidence on how to scale tutoring to help as many children as possible. The PLI work in New Mexico is undertaken by a team of researchers from The University of Chicago Education Lab, MDRC, and MC² Education.



More information on the Personalized Learning Initiative and the latest updates can be found at <https://educationlab.uchicago.edu/projects/personalized-learning-initiative/> and a discussion of the first year of implementation in New Mexico is at <https://www.mdrc.org/work/publications/tutoring-lessons-new-mexico>.