

**TITLE:**

**College Board Virtual Tutoring Program Evaluation**

**DESCRIPTOR:**

Studying the effectiveness of high-dose STEM tutoring low-income, urban high school students.

**BODY:**

**Attending college improves opportunities, but gaining entrance is a challenge**

Research has demonstrated that a college education doesn't just improve economic outcomes, it also improves people's overall health. However, underserved and low-income students' path to a college education is strewn with barriers—including under-resourced high schools and over-stressed families that can't prepare them as well for standardized tests as their more affluent peers.

**Tutoring can help more students get admitted to college.**

One way to increase standardized test scores, particularly minority students<sup>i</sup> and those with weaker math skills,<sup>ii</sup> is through tutoring programs. As part of its commitment to improving equity in college access, the College Board, creator of the SAT, has established a high-dose, virtual tutoring program designed to help low-income urban high school students in Chicago and New York City improve their SAT scores. The program's goal is to push students' math scores over 450, a value that is a commonly used threshold for college admission. The expectation is that, having reached this score, more historically underserved students will apply for, attend, and complete college.

**A rigorous evaluation will determine the program's impact**

In partnership with College Board, NORC has developed a randomized control trial (RCT) to study the impact of the tutoring program on approximately 500 low-income students located in Chicago and New York City. The study employs individual level randomization to assess the impact of tutoring, and also measures the fidelity of implementation and cost effectiveness of the program.

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<sup>i</sup> <https://link.springer.com/article/10.1007/s10648-005-8137-2>

<sup>ii</sup> <http://www.ncolr.org/issues/jiol/v6/n1/on-line-tutoring-for-math-achievement-testing-a-controlled-evaluation.html>

**Right Hand Margin**

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