**ZEARN IMPACT**

**Consistent Zearn Usage Dramatically Reduces Learning Loss**

As we seek to help students recover from the most significant disruption to K–12 education in history, one question looms large: In the face of historic learning loss,1 how can we help students both catch up and move forward in their learning? New research offers a hopeful path forward: consistent Zearn usage during pandemic learning disruptions mitigated learning loss—for students at all levels of math proficiency and across district contexts.

This new finding is based on an analysis of state assessment scores from Spring 2019 and Spring 2021, focusing on two large districts with different learning disruption contexts; in the first district, instruction was in person for all of the 2020–21 academic year, and in the second district, student learning was remote for the majority of 2020–21. In each district, researchers compared achievement growth for students who consistently completed 3 or more Zearn digital lessons each week alongside core math instruction during the 2020–21 academic year to the growth of students who did not use Zearn or used Zearn inconsistently.2 While this research study does not have a randomized control and differences between student groups cannot be fully ruled out, demographics were similar across all available measures.

**Figure 1: District with Primarily In-Person Learning**

Zearn usage resulted in 2–3x growth in scores—across all starting levels of proficiency.

Across districts, students who used Zearn experienced growth in their scores from 2019 to 2021. Using Zearn resulted in significant improvement in scores growth for students at all levels of math proficiency. This held true in an in-person learning context (see Figure 1) as well as a remote learning context (see Figure 2). Zearn was particularly effective for students scoring at standard or below standard in 2019. Even in a district where students experienced remote learning for the majority of the 2020–21 academic year, students who used Zearn experienced growth in scores that was significantly greater than that of students who did not use Zearn (see Figure 2).

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2 Starting scores represent the midpoints between the average 2019 scores for students who completed <1 and students who completed 3+ Zearn lessons per week.

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In the context of district-wide declines, Zearn usage resulted in score growth.

While growth in raw scores is promising, it is also important to compare growth in scores to expected 2-year growth benchmarks set by each state assessment. Keeping pace with expected growth is critical to math achievement in later grades and to setting students up to successfully pursue their goals after high school. Here, we found that across learning disruption contexts, Zearn dramatically reduced learning loss.

Students who used Zearn exceeded growth benchmarks—across all levels of proficiency.

In a district where school was primarily in-person during 2020–21, students who used Zearn met or exceeded benchmark growth across all levels of proficiency (see Figure 3).

Translating growth into years of learning, students using Zearn during the pandemic grew more than two grade levels in two years. This held true across proficiency levels (see Figure 4). Students below standard who used Zearn grew 2.7 grade levels in two years, compared to growth of 1.6 grade levels for students that did not use Zearn. In other words, in two years of learning during the pandemic, students who used Zearn experienced an additional 0.7 years of learning beyond the expected 2-year growth, while students who did not use Zearn lost almost half a year of learning relative to expectations.
While Zearn is clearly effective in combating learning loss, it is not a silver bullet. In a district where 80% of students are from low-income backgrounds and instruction was primarily remote during 2020–21, neither students who used Zearn nor students who did not use Zearn met expected 2-year benchmark growth on average (see Figure 5). However, Zearn dramatically reduced learning loss across students at all levels of math proficiency. For students who scored at *standard* in 2019, Zearn usage resulted in 0.9 years of learning gains—almost a year of learning gains—while students who did not use Zearn fell behind 0.7 years of learning over the course of 2 years.

While many factors influence student achievement, one factor is clear: consistent Zearn usage is strongly associated with dramatic reductions in learning loss during the pandemic. As we work collectively to help all students get back on track, this research study provides promising evidence that Zearn’s approach can help all students catch up and move forward.