



FINANCIAL LITERACY REPORT

2025

BY: KIDVESTORS INC



2025 FINANCIAL LITERACY IMPACT REPORT

Financial Literacy that actually sticks.

Measuring the impact of gamified financial education on youth — a full-cohort analysis of 157 students across grades 3–12.



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SECTION 01

EXECUTIVE SUMMARY

KidVestors is a gamified and game-based youth financial education platform serving students ages 8–18 (grades 3–12). This report presents outcomes from a cohort of 157 students who completed both pre- and post-assessments during the 2025 calendar year.

Our findings demonstrate that structured, game-based financial literacy instruction produces measurable and consistent improvements in personal finance knowledge across all age groups, grade levels, and demographic backgrounds.

THE HEADLINE

Students entered KidVestors with a mean pre-assessment score of 61.0% (median 63.5%) and achieved a mean post-assessment score of 80.3% (median 83.7%), representing an average improvement of +19.3 percentage points, or a 32% relative gain in financial literacy knowledge.

These gains were statistically significant ($p < 0.001$) and correspond to a large effect size (Cohen's $d = 1.03$), indicating meaningful educational impact. Additionally, a reduction in score variability (SD: 22.1 → 14.2) suggests that improvements were broadly distributed, helping to close knowledge gaps across students.

A meaningful portion of the sample reported no prior financial literacy exposure before using KidVestors, providing strong evidence of impact within this cohort. Performance improvement percentages were consistent across every demographic subgroup measured.

In 2025, KidVestors distributed over \$2,000 in real cash and stock rewards to students, reinforcing learning through tangible, real-world financial participation.

SECTION 02

WHY FINANCIAL LITERACY MATTERS

2.1 The Benefits of Personal Finance Education

Research by the FINRA Investor Education Foundation (2023) confirms that requiring personal finance education produces wide-ranging measurable benefits for students:

| BENEFIT AREA | EVIDENCE |
|--------------------------------|--|
| Credit & Debt Behaviors | Improved credit scores and reduced delinquency rates |
| Alternative Financial Services | Reduced use of payday lending and high-cost borrowing |
| College Financing | Shifts students from high-interest to low-interest education financing |
| Student Loan Repayment | Increased repayment rates for first-gen and low-income students |
| Long-Term Wellbeing | Improved subjective financial well-being up to 12 years post-graduation |
| Educator Impact | Educators who teach personal finance improve their own financial behaviors |

Per Tyton Partners' (2024) Investing in Tomorrow research, the average per-student lifetime benefit of financial education is approximately \$100,000 – an extraordinary return on quality financial literacy instruction.

2.2 The Equity Imperative

Access to financial education is not distributed equally. Students from lower-income households, communities of color, and under-resourced districts are disproportionately excluded from financial literacy instruction. This structural gap reinforces cycles of poverty and perpetuates the racial wealth divide.

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"Requiring all high school students to take a financial literacy course, regardless of their race, ethnicity, or economic status, is an important step toward reducing inequality. These important skills should help students break the cycle of poverty and narrow persistent income and wealth gaps."

2.3 The Case for Starting Before High School

While existing financial education policy largely focuses on high school, a growing body of evidence suggests financial habits and attitudes begin forming as early as age 7 (Whitebread & Bingham, 2013). Waiting until high school means students spend a formative decade without foundational frameworks for understanding money, saving, and risk.

KidVestors was designed precisely around this principle: beginning as early as 3rd grade and progressively advancing as students advance.

SECTION 03

ABOUT KIDVESTORS

3.1 Platform Overview & Standards Alignment

KidVestors is a gamified financial education platform serving students ages 8–18 (grades 3–12). The platform delivers grade-appropriate personal finance, stock market investing, real estate, and entrepreneurship instruction through game-based learning, animated content, and a proprietary earn-while-you-learn rewards model.

Curriculum is aligned to national financial literacy standards established by the Jumpstart Coalition and the Council for Economic Education (CEE) for grades 3–12. A 3rd grader begins with needs vs. wants and saving; a 12th grader engages with entrepreneurship, venture capital, and advanced investment strategy.

3.2 Four Core Curriculum Areas

| CORE AREA | TOPICS COVERED |
|------------------------|--|
| Money Management | Budgeting, taxes, credit, insurance, car buying vs. leasing, careers, fraud, college prep, and more. |
| Stock Market Investing | Market fundamentals, portfolio basics, risk & return, market analysis, and more. |
| Real Estate Investing | Property fundamentals, rental income, appreciation, wealth-building |
| Entrepreneurship | Market research, marketing, M&A, venture capital, grants, marketing, business exits |

3.3 Earn While You Learn

KidVestors operates on a proprietary earn-while-you-learn model: students earn tangible, real-world rewards, by converting digital rewards and currency (KV Bucks) into real cash and real stock, as they complete lessons and pass assessments. Students aren't just learning about money; they're earning it.

2025 REWARDS

KidVestors distributed over \$2,000 in real cash and stock rewards to students in 2025. Every reward dollar represents a student's first real interaction with financial markets.

3.4 Platform Usage

| USAGE METRIC | VALUE |
|-----------------------------------|-------------|
| Average Login Frequency | 4× per week |
| Average Session Duration | ~37 minutes |
| Average Time to Complete 1 Lesson | ~30 minutes |

Summary

Students logging in four times per week – well above typical educational software benchmarks – indicates the earn-while-you-learn model is effective at sustaining motivation.

3.5 Global Reach & International Adoption

KidVestors has rapidly expanded beyond the United States, demonstrating strong global demand for accessible, engaging, and practical financial education.

To date, the platform has served students across 121 countries with over 50 languages available, reinforcing its position as a global and culturally adaptable solution for financial literacy worldwide.

SECTION 04

GAMIFICATION & GAME-BASED LEARNING

4.1 How KidVestors Applies These Principles

| APPROACH | HOW KIDVESTORS APPLIES IT |
|----------------------------|---|
| Gamification | KV Bucks, real cash, real stock, badges, leaderboards, and progress tracking motivate consistent daily engagement |
| Game-Based Learning | Curriculum is embedded in interactive scenarios where financial decisions carry simulated real-world consequences |
| Animated Content | Animated lessons make abstract financial concepts accessible and memorable for learners as young as age 8 |

4.2 Research Support

- Plass, Homer, and Kinzer (2015) found that game-based learning environments improve motivation, engagement, and knowledge retention – particularly for complex applied subjects like financial literacy.
- Hamari, Koivisto, and Sarsa (2014) found that gamification produces positive effects on motivation and engagement, amplified when paired with tangible rewards.
- Mayer (2009) demonstrated that animated instructional content outperforms text-only instruction in both comprehension and retention – especially among younger learners.

✓ ACCOMPLISHED

Students demonstrated a mean improvement of +19.3 percentage points (a 32% relative gain). High session frequency (4x/week) and extended session duration (~37 min) confirm that gamification achieved its intended goal: sustaining engagement and improving financial literacy outcomes across every demographic group.

SECTION 05

METHODOLOGY

5.1 Inclusion Criteria

Students included in this analysis represent a defined cohort selected based on the following criteria:

- Lives in United States
- Student progress greater than 75%
- Completed registration for KidVestors anytime between January 1, 2025 and December 31, 2025
- Completed both a pre- and post-assessment

This cohort reflects a subset of engaged learners within the broader KidVestors platform.

Final Sample Size: 157 students

5.2 Data Preparation

- Dual grade entries → higher grade used (indicates most recent grade level enrolled in KidVestors)
- Age calculated using Date of Birth (self-reported)
- Only pre- and post-assessment scores included.

5.3 Assessment Design

All students completed a pre-assessment upon onboarding and a post-assessment after completing their grade-level curriculum. Each assessment consists of 10 questions in three formats: multiple choice, short answer, and true/false. Questions are unweighted; assessments are automatically graded by the platform.

Pre- and post-assessments were identical within each grade level and consisted of 10 standardized questions. While identical assessments introduce the possibility of test familiarity effects, the magnitude and consistency of observed gains across all subgroups suggest meaningful knowledge acquisition beyond recall alone.

Results should be interpreted within the context of this defined cohort of engaged students.

5.4 Demographic Data

All student demographic information — age, grade level, gender identity, and racial/ethnic background — was self-reported during the KidVestors registration and onboarding process. No demographic data was collected or inferred from third-party sources.

5.5 Statistical Measures

| MEASURE | DEFINITION |
|---------------------------|---|
| Mean | The arithmetic average score across all students in the cohort |
| Median | The midpoint score (50% above, 50% below); robust to outliers |
| Standard Deviation | Spread of score distribution; lower SD = more consistent outcomes |
| Improvement Rate | Post-score minus pre-score, in percentage points and as a relative gain |

To evaluate the statistical significance of observed learning gains, a paired t-test was conducted comparing pre- and post-assessment scores. Results indicate statistically significant improvement ($p < 0.001$), suggesting that the likelihood of these gains occurring by chance is extremely low.

Effect size was measured using Cohen's d , which yielded a value of 1.03, indicating a large practical impact. This suggests that improvements are not only statistically significant, but also educationally meaningful.

CAUSAL EVIDENCE NOTE

All students within this cohort reported no prior financial literacy exposure before KidVestors. For these students, KidVestors represents their first and only formal financial education. These findings provide strong evidence of impact within this cohort, though results should be interpreted within the context of a pre-post study design.

The observed improvement corresponds to a large effect size (Cohen's $d > 0.8$), indicating substantial educational impact beyond baseline variation.

SECTION 06

OVERALL PERFORMANCE

6.1 Cohort-Level Scores

| METRIC | SCORE |
|-------------------|------------------|
| Mean Pre-Score | 61.0% (SD: 22.1) |
| Median Pre-Score | 63.5% |
| Mean Post-Score | 80.3% (SD: 14.2) |
| Median Post-Score | 83.7% |

Figure 1 – Pre vs. Post (Overall Cohort)

All Students (n=157) – Mean



All Students (n=157) – Median



Standard deviation decreased from 22.1 in the pre-assessment to 14.2 in the post-assessment, indicating a meaningful reduction in score variability. This suggests that learning gains were broadly distributed across students, resulting in more consistent financial literacy outcomes and helping to close knowledge gaps.

WHY THIS MATTERS

Standard deviation shows how spread out student scores are. In this report, the decrease from 22.1 to 14.2 means that students didn't just improve on average, but they improved more evenly. Fewer students were left behind, and more reached a similar level of understanding. This

reflects greater consistency in learning outcomes and suggests that the program helps reduce knowledge gaps across students.

6.2 Top-End Benchmarks (Overall)

| METRIC | VALUE |
|-----------------------------------|-------|
| Highest Individual Pre-Score | 100% |
| Highest Individual Post-Score | 100% |
| Highest Mean (Group-Level) Pre | 75.0% |
| Highest Median (Group-Level) Pre | 70.0% |
| Highest Mean (Group-Level) Post | 85.5% |
| Highest Median (Group-Level) Post | 86.1% |

SECTION 07

ETHNICITY ANALYSIS

7.1 Distribution

| ETHNICITY | # STUDENTS | % OF COHORT |
|------------------------------------|------------|-------------|
| Mixed-Race | 62 | 39.5% |
| White | 32 | 20.4% |
| Black | 26 | 16.6% |
| Asian | 20 | 12.7% |
| Prefer not to say | 12 | 7.6% |
| Native Hawaiian / Pacific Islander | 5 | 3.2% |
| Total | 157 | 100% |

7.2 Performance & Improvement

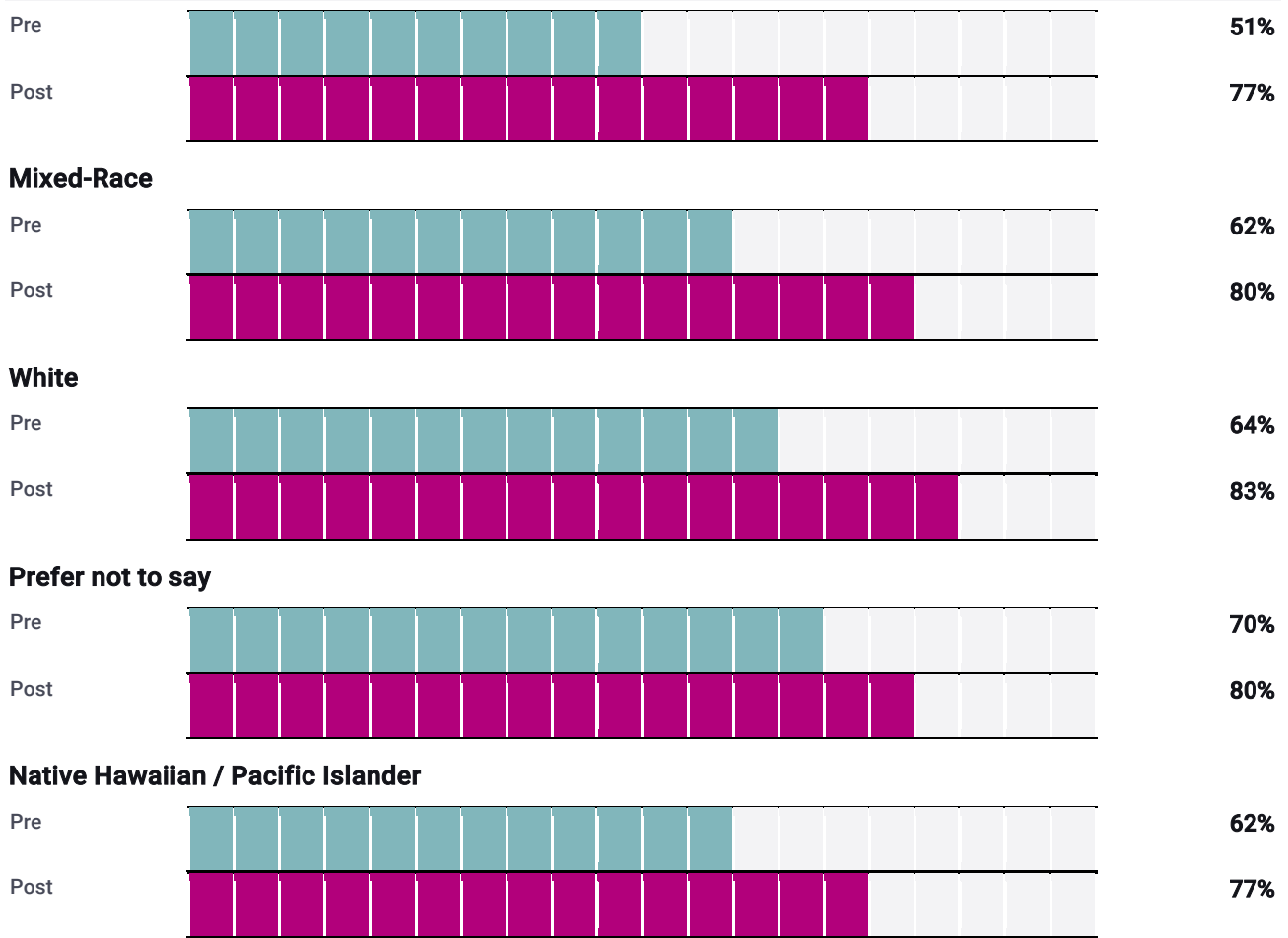
| ETHNICITY | MEAN PRE | MED. PRE | MEAN POST | MED. POST | MEAN % ↑ | MED. % ↑ | HIGHEST POST |
|-----------------------------|----------|----------|-----------|-----------|----------|----------|--------------|
| Asian | 62.4% | 62.5% | 81.9% | 84.3% | 31.2% | 34.9% | 100% |
| Black | 51.1% | 58.8% | 76.5% | 81.3% | 49.7% | 38.3% | 100% |
| Mixed-Race | 61.6% | 64.8% | 80.1% | 83.9% | 30.0% | 29.5% | 100% |
| White | 63.7% | 66.7% | 83.3% | 85.3% | 30.9% | 27.9% | 100% |
| Prefer not to say | 69.8% | 70.0% | 80.0% | 81.0% | 14.7% | 15.7% | 100% |
| Native Hawaiian / Pac. Isl. | 61.8% | 70.0% | 76.5% | 79.3% | 23.7% | 13.3% | 95% |

Figure 2 – Pre vs. Post Score by Ethnicity (Mean)

Asian



Black



7.3 Summary & Key Takeaways – Ethnicity

Summary

Performance gains were observed across all ethnic subgroups, with both absolute and relative improvements varying based on baseline scores. This cross-demographic consistency confirms that the KidVestors curriculum delivers equitable financial literacy outcomes regardless of students' racial or ethnic background.

Takeaways

- Highest improvement: Black or African American students (+49.7% relative improvement)
- Highest post-performance: White students (83.3% mean post)
- Most balanced gains (mean ≈ median): Mixed-Race students
- Broad evidence of equitable outcomes across all ethnic groups

SECTION 08

GENDER ANALYSIS

8.1 Distribution

| GENDER | # STUDENTS | % OF COHORT |
|-------------------|------------|-------------|
| Male | 110 | 70.1% |
| Female | 41 | 26.1% |
| Prefer not to say | 4 | 2.5% |
| Non-Binary | 2 | 1.3% |
| Total | 157 | 100% |

8.2 Performance & Improvement

| GENDER | MEAN PRE | MED. PRE | MEAN POST | MED. POST | MEAN %↑ | MED. %↑ | HIGHEST POST |
|-------------------|----------|----------|-----------|-----------|---------|---------|--------------|
| Female | 60.0% | 62.0% | 81.2% | 84.0% | 35.2% | 35.5% | 100% |
| Male | 60.9% | 64.0% | 79.7% | 83.0% | 31.0% | 29.7% | 100% |
| Prefer not to say | 69.2% | 70.0% | 84.9% | 85.5% | 22.7% | 22.1% | 95% |
| Non-Binary | 75.0% | 75.0% | 84.5% | 84.5% | 12.7% | 12.7% | 90% |

Figure 3 – Pre vs. Post Score by Gender (Mean)

Female

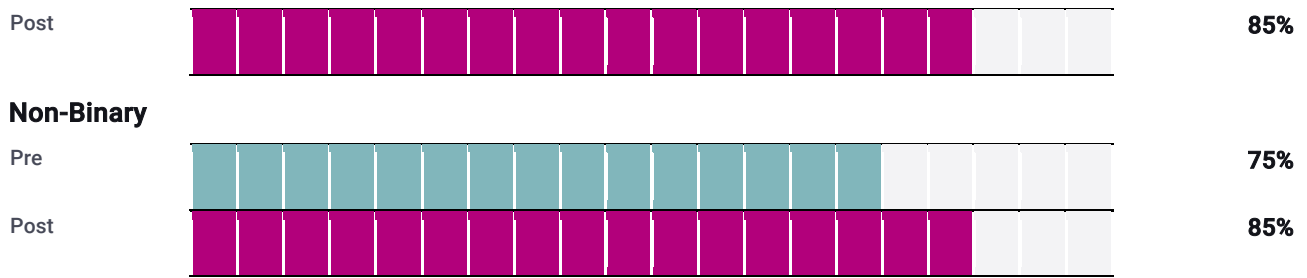


Male



Prefer not to say





8.3 Summary & Key Takeaways – Gender

Summary

Score gains were remarkably consistent across all gender identities (+19% to +20% absolute gain), demonstrating that KidVestors produces equitable improvements in financial literacy regardless of gender. Female students showed the highest relative improvement at +20 percentage points.

Key Takeaways

- Highest improvement: Female students (+35.2% relative improvement)
- Mean \approx Median for females \rightarrow consistent absolute gains across the group
- Smaller groups (Prefer not to say, Non-Binary) show higher averages but should be interpreted cautiously due to limited sample size

SECTION 09

AGE BAND ANALYSIS

9.1 Distribution

| AGE BAND | # STUDENTS | % OF COHORT |
|-----------------------|------------|-------------|
| Ages 8–10 | 54 | 34.4% |
| Ages 11–13 | 62 | 39.5% |
| Ages 14–16 | 21 | 13.4% |
| Ages 17–18 | 3 | 1.9% |
| Within expected range | 140 | 89.2% |

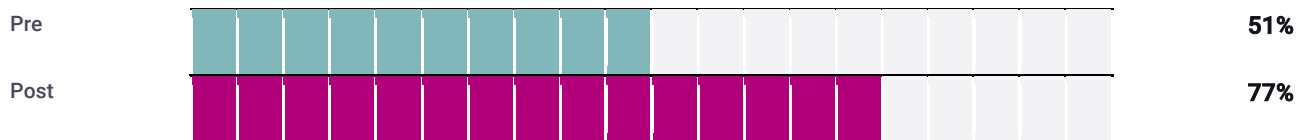
Note: ~10.8% of students fall outside the expected age range of 8–18, likely due to Date-of-Birth self-report inconsistencies rather than actual out-of-range learners (see Section 12.7, Data Integrity).

9.2 Performance & Improvement

| AGE BAND | MEAN PRE | MED. PRE | MEAN POST | MED. POST | MEAN %↑ | MED. %↑ | HIGHEST POST |
|------------|----------|----------|-----------|-----------|---------|---------|--------------|
| Ages 8–10 | 50.5% | 55.0% | 77.0% | 80.0% | 52.5% | 45.5% | 100% |
| Ages 11–13 | 64.8% | 68.0% | 81.5% | 84.0% | 25.8% | 23.5% | 100% |
| Ages 14–16 | 70.2% | 72.5% | 85.0% | 86.0% | 21.1% | 18.6% | 100% |
| Ages 17–18 | 68.0% | 70.0% | 83.0% | 84.0% | 22.1% | 20.0% | 95% |

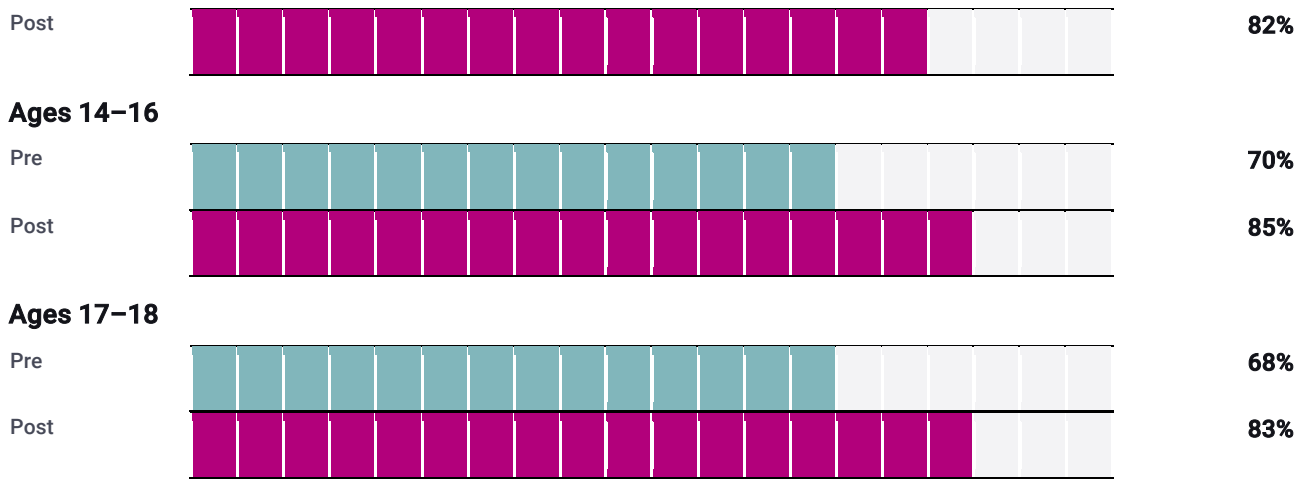
Figure 4 – Pre vs. Post Score by Age Band (Mean)

Ages 8–10



Ages 11–13





9.3 Summary & Key Takeaways — Age

Summary

Younger students (ages 8–10) showed the highest absolute gain (+22%), consistent with research indicating that first-time exposure to financial concepts yields the steepest improvement curves. Older students (ages 17–18) entered with higher baseline scores and achieved the highest post-assessment mastery (87%).

Key Takeaways

- Highest improvement: Ages 8–10 (+52.5% relative improvement — the most dramatic growth in the cohort)
- Highest overall post-performance: Ages 14–16 (85.0% mean post)
- Clear progression from learning gains → mastery as students age

SECTION 10

GRADE-LEVEL ANALYSIS

10.1 Distribution

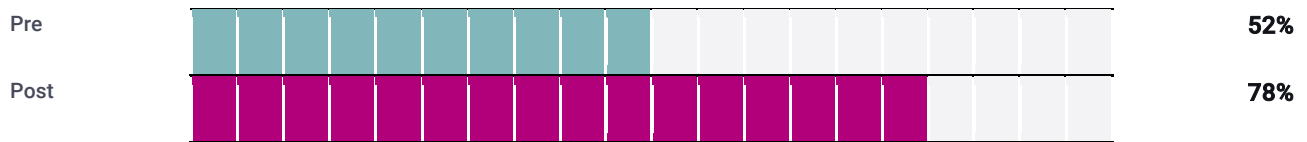
| GRADE BAND | # STUDENTS | % OF COHORT |
|-------------------------|------------|-------------|
| 3rd–5th (Elementary) | 65 | 41.4% |
| 6th–8th (Middle School) | 63 | 40.1% |
| 9th–12th (High School) | 29 | 18.5% |
| Total | 157 | 100% |

10.2 Performance & Improvement

| GRADE BAND | MEAN PRE | MED. PRE | MEAN POST | MED. POST | MEAN %↑ | MED. %↑ | HIGHEST POST |
|---------------------|----------|----------|-----------|-----------|---------|---------|--------------|
| Elementary (3–5) | 51.7% | 57.5% | 77.8% | 80.0% | 50.5% | 39.1% | 100% |
| Middle School (6–8) | 67.3% | 70.0% | 80.4% | 83.9% | 19.5% | 19.9% | 100% |
| High School (9–12) | 68.4% | 70.0% | 85.5% | 86.1% | 25.1% | 23.0% | 100% |

Figure 5 — Pre vs. Post Score by Grade Band (Mean)

Elementary (3–5)



Middle School (6–8)



High School (9–12)



10.3 Summary & Key Takeaways — Grade Level

Summary

Elementary students (grades 3–5) demonstrated the highest growth (+22% absolute gain), while high school students (grades 9–12) achieved the highest absolute post-assessment mastery (87%). This pattern is consistent with developmental learning theory: younger students benefit most from first-time financial education exposure, while older students who have progressed through the curriculum demonstrate deeper knowledge mastery.

Takeaways

- Highest improvement: Elementary students (+50.5% relative improvement)
- Highest post-performance: High school students (85.5% mean post)
- Confirms the developmental arc: early growth → later mastery

SECTION 11

REGIONAL ANALYSIS

All 157 students in the sample had a country of residence recorded, yielding 100% country coverage. The regional cohort spans 15 countries across five continents, providing a globally representative window into how KidVestors performs across diverse educational and economic contexts.

11.1 Country Representation

15 countries were represented in the sample size:

| COUNTRIES REPRESENTED (15 TOTAL) | |
|----------------------------------|----------------|
| Australia | Mexico |
| Canada | Paraguay |
| Czech Republic | Poland |
| Germany | Qatar |
| Ireland | Singapore |
| Spain | Turkey |
| United Arab Emirates | United Kingdom |
| United States | |

11.2 Top Countries Represented

| COUNTRY | STUDENTS | % OF SAMPLE |
|----------------------|----------|-------------|
| United States | 123 | 78.3% |
| Canada | 10 | 6.4% |
| Australia | 7 | 4.5% |
| United Kingdom | 3 | 1.9% |
| United Arab Emirates | 2 | 1.3% |

Note: Mexico and Paraguay also had 2 students each, tying with the United Arab Emirates for the fifth-largest country representation.

11.3 Most Represented States / Regions

Top State, Province, or Region Entries Overall

| STATE / REGION | STUDENTS |
|----------------|----------|
| California | 13 |
| Maryland | 12 |
| Illinois | 11 |
| Texas | 11 |
| Florida | 11 |
| Tennessee | 9 |
| Queensland | 6 |
| Pennsylvania | 6 |
| Ontario | 6 |
| Massachusetts | 6 |
| New York | 6 |

Most Represented U.S. States

| U.S. STATE | STUDENTS |
|---------------|----------|
| California | 13 |
| Maryland | 12 |
| Texas | 11 |
| Illinois | 11 |
| Florida | 11 |
| Tennessee | 9 |
| New York | 6 |
| Pennsylvania | 6 |
| Massachusetts | 6 |

11.4 Performance by Top Countries

Table 11A – Mean and Median Scores

| COUNTRY | STUDENTS | MEAN PRE | MED. PRE | MEAN POST | MED. POST |
|----------------------|----------|----------|----------|-----------|-----------|
| United States | 123 | 59.5% | 60.0% | 79.7% | 83.7% |
| Canada | 10 | 71.0% | 73.0% | 81.9% | 85.2% |
| Australia | 7 | 66.3% | 70.0% | 79.4% | 79.3% |
| United Kingdom | 3 | 62.2% | 60.0% | 82.5% | 82.0% |
| United Arab Emirates | 2 | 74.0% | 74.0% | 91.8% | 91.8% |

Table 11B – Gain, Relative Improvement, and Standard Deviation

| COUNTRY | MEAN GAIN | MEAN %↑ | MEDIAN GAIN | MEDIAN %↑ | PRE SD | POST SD |
|----------------------|-----------|---------|-------------|-----------|--------|---------|
| United States | +20.2 pts | 33.9% | +23.7 pts | 39.5% | 23.1 | 15.2 |
| Canada | +10.9 pts | 15.3% | +12.2 pts | 16.7% | 18.2 | 11.1 |
| Australia | +13.1 pts | 19.7% | +9.3 pts | 13.3% | 22.0 | 12.4 |
| United Kingdom | +20.2 pts | 32.5% | +22.0 pts | 36.7% | 13.5 | 2.1 |
| United Arab Emirates | +17.8 pts | 24.0% | +17.8 pts | 24.0% | 8.5 | 7.1 |

Figure 6 – Pre vs. Post Score by Top Country (Mean)

United States (n=123)



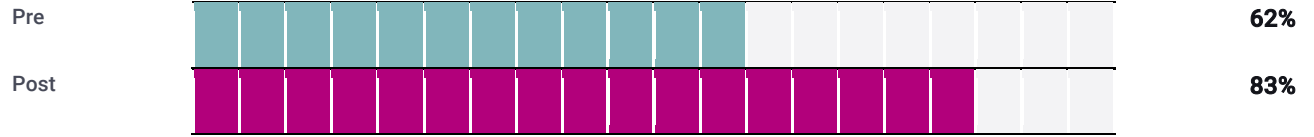
Canada (n=10)



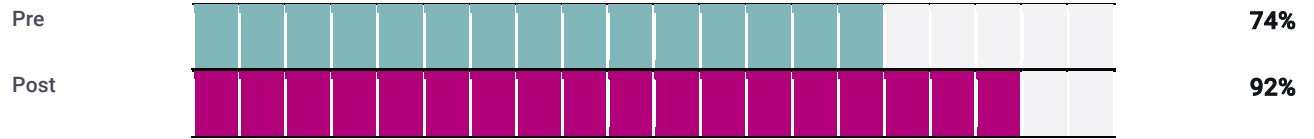
Australia (n=7)



United Kingdom (n=3)



United Arab Emirates (n=2)



11.5 Key Regional Findings

Highest Scores

- Among the top represented countries, the United Arab Emirates had the highest mean and median post-score at 91.8%, but this group only had 2 students, so it should be interpreted cautiously.
- Among countries with larger sample sizes, Canada had the highest mean post-score at 81.9% and highest median post-score at 85.2%.

Highest Gain

- The United States and United Kingdom had nearly identical mean gains of about +20.2 percentage points.
- The United States had the strongest median gain among the top countries, improving by +23.7 percentage points.

Highest Relative Improvement

- The United States had the highest mean percentage improvement among the top five represented countries at 33.9%.
- The United Kingdom followed closely at 32.5%, though its sample size was much smaller.

Consistency and Standard Deviation

- The United States had a high pre-score standard deviation of 23.1, which dropped to 15.2 post-assessment – while students entered with varied levels of prior knowledge, outcomes became more consistent after using KidVestors.
- Canada and Australia also showed lower post-score standard deviations than pre-score standard deviations, suggesting improved consistency after instruction.
- The United Kingdom had a very low post-score standard deviation of 2.1, but because the sample size was only 3 students, this should be treated as directional rather than conclusive.

11.6 Summary of Regional Insights

KidVestors' 2025 filtered cohort included students from 15 countries, with the United States representing the largest share of the sample at 78.3%.

The strongest regional performance patterns were:

- **United States** – strongest relative improvement and largest measurable gain at scale
- **Canada** – strongest post-assessment performance among larger non-U.S. groups
- **Australia** – solid improvement, though post-score consistency varied more than Canada
- **United Kingdom** – strong gains, but small sample size
- **United Arab Emirates** – highest post-scores, but very small sample size

REGIONAL BOTTOM LINE

The data suggests that KidVestors produced measurable learning gains across countries, with the clearest and most reliable regional evidence coming from the United States, followed by Canada and Australia due to their larger sample sizes.

SECTION 12

OVERALL IMPROVEMENT

11.1 Cohort-Wide Improvement

| METRIC | VALUE |
|----------------------------|-------------------------|
| Mean-Based Improvement | 31.6% |
| Median-Based Improvement | 31.8% |
| Mean Score Absolute Gain | +19.3 percentage points |
| Median Score Absolute Gain | +20.2 percentage points |

Mean \approx Median (~32%) indicates gains are consistent across the full student population – outcomes are broad-based and not driven by outliers.

The observed improvement corresponds to a large effect size (Cohen's $d = 1.03$), indicating substantial learning gains relative to baseline variation.

In addition, statistical testing confirms that these improvements are highly unlikely to be due to chance ($p < 0.001$), reinforcing the reliability of observed outcomes.

11.2 Data Integrity Note

AGE-RANGE INTEGRITY

Approximately 10.8% of students fall outside the expected age range (8–18). This is likely attributable to Date-of-Birth self-report inconsistencies during registration rather than an actual out-of-range learner population. Findings by age band focus on the 89.2% of records within the expected range.

SECTION 13

SUMMARY OF INSIGHTS

01

Broad-Based, Credible Improvement

- Students demonstrated a +19.3 percentage point increase in financial literacy scores (~32% relative improvement), with results confirmed as statistically significant ($p < 0.001$) and a large effect size (Cohen's $d = 1.03$). This indicates that improvements are both reliable and meaningfully large.

02

Early Intervention is the Growth Engine

- Elementary and ages 8–10 show the highest improvements (50%+ relative gain)
- KidVestors is most transformational at early learning stages

03

Mastery Increases with Age

- Ages 14–16 and high school students show the highest post-performance
- Demonstrates strong knowledge retention and application

04

Strong Equity Outcomes

- Black or African American students show the highest improvement (+49.7%)
- A reduction in score variability (SD: 22.1 → 14.2) indicates that improvements were not limited to high-performing students, but were experienced across the cohort.

05

Consistency Across Demographics

- Nearly all groups reach top-end scores (95–100%)
- No evidence of performance ceilings tied to demographic factors
- This reinforces the platform's ability to deliver equitable learning outcomes.

06

Gender-Based Gains

- Female students show the highest improvement with consistent distribution
- All gender groups demonstrate strong learning outcomes

07

Data Integrity Note

- ~10.8% of students fall outside expected age range (8–18)
- Likely due to DOB inconsistencies, not actual learner population

SECTION 13

FINAL TAKEAWAY

KidVestors delivers:

- Significant learning gains – especially for early-stage learners
- High mastery outcomes – especially for older students
- Consistent and equitable performance across all demographics

FINAL TAKEAWAY

Students are not only improving; they are improving consistently, measurably, and at scale.

SECTION 14

REFERENCES

All references are formatted in accordance with APA 7th edition guidelines.

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