

RESULTS of a smarter approach



ORIGO STEPPING STONES RESEARCH STUDY:

KEY FINDINGS



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Johns Hopkins University evaluated the impact of *ORIGO Stepping Stones* on student achievement outcomes in the Ohio school district of Worthington for the 2013–2014 school year. The district utilized *ORIGO Stepping Stones* as the main method of daily elementary math instruction during the 2013–2014 school year in all 11 of its schools.

The mixed-methods evaluation design involved classroom observations, an online teacher survey, principal interviews, and student achievement scores on the Northwest Evaluation Association Measures of Academic Progress and Measurement of Academic Progress for Primary Grades Assessments (NWEA MAP and MAP/MPG). The study measured the impact on student achievement of students using *Stepping Stones* compared to students who did not use the program, analyzing results of the NWEA Measures of Academic Progress exam.

OVER 50% OF THE
3,000 STUDENTS
TESTED IMPROVED
MORE THAN THEIR VIRTUAL
COMPARISON GROUP

WORTHINGTON STUDENTS
GROWTH
EXCEEDED THE
CONTROL GROUPS BY
0.3 RIT
POINTS

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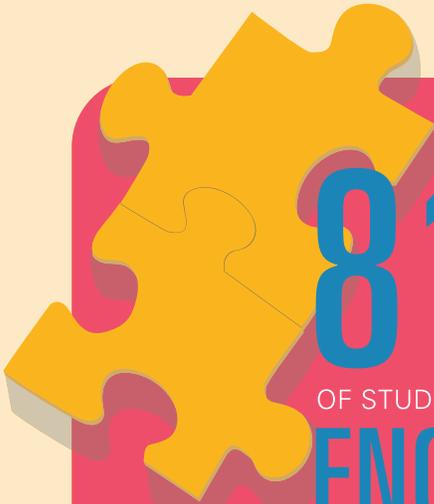
TEACHERS USING ORIGO STEPPING STONES:

- Enjoy teaching the program
- Enhance their knowledge of math content
- Increase their confidence in teaching math
- Feel the program meets the needs of their students
- Support the goals of the program

80% OF FIRST GRADE STUDENTS EXCEEDED THEIR HYBRID GROWTH TARGETS



81% OF STUDENTS ARE HIGHLY ENGAGED



PARTICIPANTS' PERCEPTION OF STUDENT ENGAGEMENT

Participants reported, on average, that students were engaged in learning math this year and that *Stepping Stones* fosters students' thinking and reasoning skills. Participants also reported that students were active learners in the program, students enjoy participating in the program, and students learned how to solve problems more effectively as a result of the program.

60% OF STUDENTS MET OR EXCEEDED THEIR HYBRID GROWTH TARGETS BY 1.5 RIT POINTS



Read the full reports at:
origoeducation.com/efficacy-report/