

RESEARCH BASED EVIDENCE:

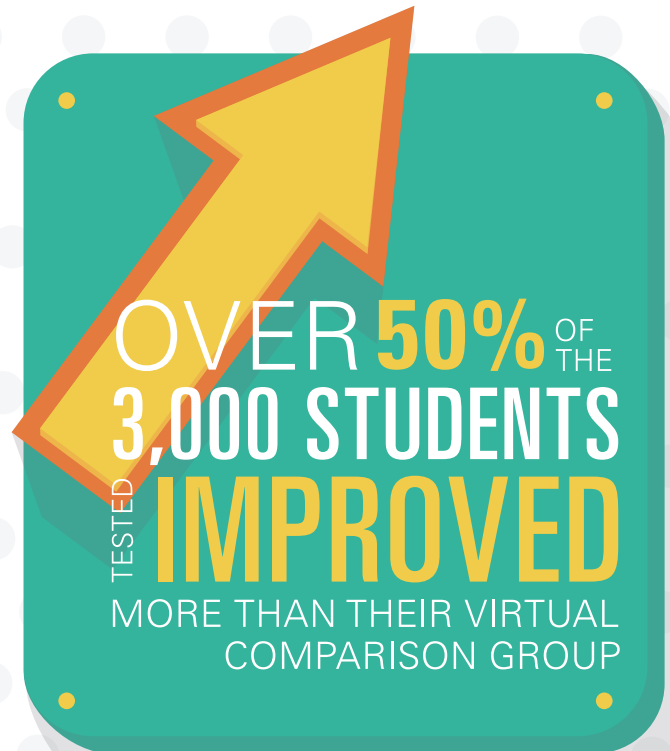
KEY FINDINGS



JOHNS HOPKINS
UNIVERSITY

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 Measurement 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 Measure of Academic Progress exam.



THE FINDINGS
REVEAL
GAINS

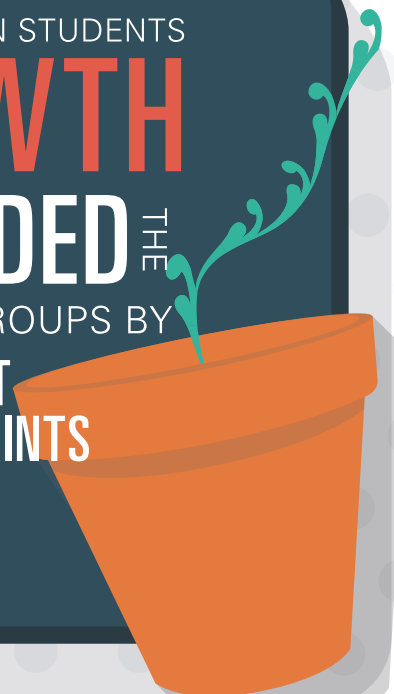
DEMONSTRATED
FROM STUDENTS USING
ORIGO STEPPING STONES
ON STANDARDIZED TESTS

WORTHINGTON STUDENTS

**GROWTH
EXCEEDED** THE

CONTROL GROUPS BY

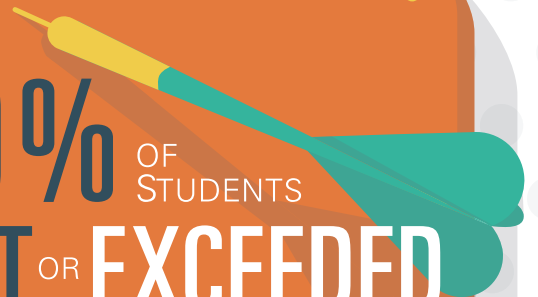
0.3 RIT
POINTS



80% OF FIRST
GRADE STUDENTS
EXCEEDED THEIR
HYBRID
GROWTH TARGETS



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



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 that students learned how to solve problems more effectively as a result of the program.

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

81%
OF STUDENTS ARE HIGHLY
ENGAGED

