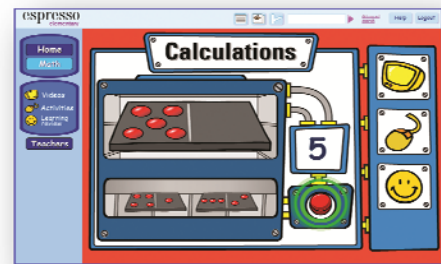


MIDA Learning Technologies, an educational consultancy organization, has published the results of an 18-month mixed-methods study regarding the efficacy of Espresso in 10 classrooms. The research design was a non-randomized control group pre-test/post-test design among ten second-grade mathematics classes in northeastern Pennsylvania. During nine weeks of the final academic semester of the 2010-2011 school year, 5 of the classes (the experimental group) integrated Espresso Elementary into their regular math instruction.

The quantitative findings of the study show: **Espresso Elementary had a significant positive impact on student performance in math.**

- The students in the **experimental group significantly outperformed the control group** on the standards-based post-test.
- The students in the **experimental group also significantly performed better** on the standards-based post-test than the standards-based pre-test.



This statistical data suggests that the use of Espresso as part of the everyday curriculum, even when used for little more than one hour per week, **helped students to achieve at higher levels** than their counterparts who were taught without Espresso. The data also suggests that students who were exposed to Espresso as part of the curriculum, **showed significant growth over a single marking period** (9 weeks). These findings are consistent with learning theory that promotes multisensory approaches to teaching in the early grades.

MIDA also conducted a qualitative survey of teachers who used Espresso during the study and the district administrators of participating schools. **All participants in the research study observed that Espresso increased student interest and focus on the mathematical topics being taught in the classroom.** Teachers reported increased levels of student engagement, participation in group discussions, and more student questions. Espresso provided a meaningful learning context resulting in a classroom climate promoting higher student achievement.

Other feedback from participants included:

- Espresso played an important role for teachers and **became an integral part of the lesson plan**, frequently used to reinforce mathematical concepts in whole group, small group and individualized instruction.
- Through the use of SMARTBoards, **students actively participated in their own learning**, as opposed to more commonly used passive instruction strategies.
- Espresso's web-based resources **provided students with opportunities to connect to the learning environment beyond the traditional classroom** and schedule.
- **The experiences often provided students with "a-ha" moments** that came about their interaction with the site as a learning tool used to help promote understanding of the content and concepts being taught in the classroom.
- **Use of Espresso was an excellent benchmark** as teachers assessed mastery before moving forward in the curriculum to the next concept.
- The pre-developed routes (Lessons) in Espresso are **standards-based** and **provided teachers a time saving alternative** to creating their own routes (Lessons).

In conclusion, **Espresso increased student engagement and motivation**, which have been demonstrated by research to produce a positive impact on student achievement. Through a variety of tools and activities within Espresso, teachers can use differentiated teaching strategies to help meet the needs of all learners through technological applications preferred by 21st century learners.

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The results of the MIDA research reinforce many of the findings of an independent academic evaluation conducted by Lancaster University of over 330 Espresso schools across the U.K. Findings highlighted three key positive effects in the classroom:

- ***Espresso takes 50 percent less time than Internet resources when selecting, vetting, and preparing lessons*** because Espresso resources are pre-selected by educationalists and provided in ways that allow teachers to find them with relative ease.
- ***The nature of the Espresso resources enables children to think beyond the simple fact***, generating interest, questioning and discussion, the outcome of which impacts strongly on mega-cognitive, cognitive and social aspects of learning.
- ***Earlier use of Espresso is associated with higher achievement in the intermediate grades***. In the schools studied, Espresso was embedded into the school's longer term plan and teachers were able to use Espresso for targeted support to children's learning.

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