



JOHNS HOPKINS
SCHOOL of EDUCATION

Center for Research and
Reform in Education

MICHAEL A. COOK, PHD
STEVEN M. ROSS, PHD
JANE EISINGER, MS
ELENI GIORGOS, BFA
MARIA JOSE BARROS, PHD

JULY 2024

REVEAL MATH

*Efficacy Study of McGraw
Hill's Reveal Math Program*

ESSA EVIDENCE

REVEAL MATH

EFFICACY STUDY OF MCGRAW HILL'S REVEAL MATH PROGRAM

ESSA TIERS OF EVIDENCE

1

The CRRE authors of this study judge the evidence obtained to meet criteria for the Every Student Succeeds Act (ESSA) at:

TIER 2 (MODERATE EVIDENCE)

Demographics & Setting



15 Schools



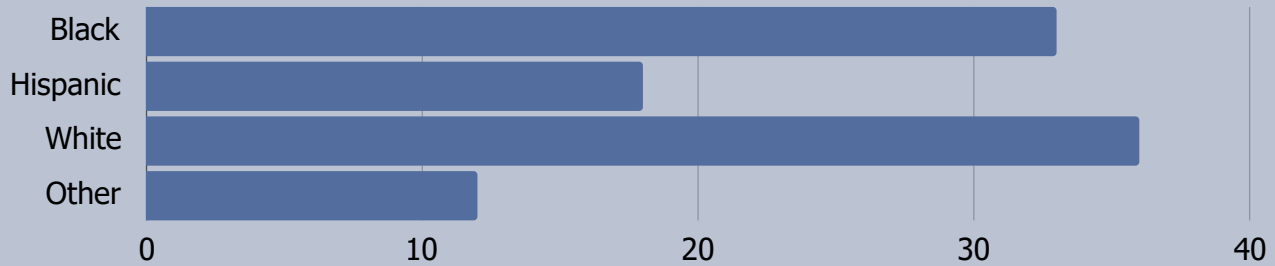
8,625 Students
(Grades K-5)



185 Teachers



2 Districts



Study Design



Quasi-Experimental
Design (QED)



1 School Year



NWEA Math Assessment
BOY & EOY

Group 1

Reveal Math

Group 2

Matched-Virtual Comparison

Results

This Quasi-Experimental Design (QED) study in two school districts compared the NWEA MAP math scores of grades K-5 students who used the Reveal Math program to a virtual matched-control group having equivalent prior achievement and demographic characteristics. Results of the main impact analyses showed a statistically significant, positive impact of Reveal Math on achievement across the entire analytic sample. Reveal Math students averaged nearly .08 standard deviations higher than the comparison students, a small to moderate effect size. The Reveal Math advantages were most pronounced in the suburban district and in the intermediate grades (3-5).