



**CASE STUDY**

# Everyday Mathematics Helps More Boston Students Test at Proficient or Advanced

**ABOUT THE SCHOOLS**

**Name**

John Eliot School  
& Harvard-Kent  
Elementary School

**Location**

Boston, MA

**Grades**

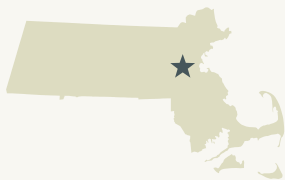
K-5

**Overview**

When two Boston elementary schools needed a core math curriculum, *Everyday Mathematics 4* was the solution. Achievement results have shown that students at both Eliot and Harvard-Kent are succeeding, with more students now testing proficient or advanced than ever before.

JOHN ELIOT SCHOOL

HARVARD-KENT ELEMENTARY SCHOOL



**55%**

ELIGIBLE FOR  
FREE AND  
REDUCED  
LUNCH

**30%**

LEARNING  
DISABILITIES

**18%**

ENGLISH  
LANGUAGE  
LEARNERS

**89%**

ELIGIBLE FOR  
FREE AND  
REDUCED  
LUNCH

**25%**

LEARNING  
DISABILITIES

**50%**

ENGLISH  
LANGUAGE  
LEARNERS

## Comprehensive mathematics program makes a difference in Boston Public Schools

Five years ago, Boston's John Eliot School in the city's North End was declared an innovation school. For principal Traci Walker-Griffith, that meant having more autonomy to choose the elementary school's curriculum for her 570 students. One of the first curricular changes she made was bringing in *Everyday Mathematics*.

### *Everyday Mathematics* addresses the needs of students with learning challenges

"We have students who are English language learners, have speech and language-based learning disabilities, and significant difficulty with reading and working memory," says Walker-Griffith.

In fact, 30% of the students at John Eliot have learning disabilities and 18% are English language learners. Walker-Griffith wanted to find a math solution that would be able to meet the needs of all students, so she chose *Everyday Mathematics*.

“We saw a huge growth in the number of students who were proficient and advanced.”

Traci Walker-Griffith,  
Principal, John Eliot School

The program was initially implemented for grades 1 and 2 in spring 2015. It was so well received that in September 2015, the school expanded its use of *Everyday Mathematics 4* to include kindergarten through grade 6 in the fall.

Around the same time, Jason Gallagher, Principal at Harvard-Kent Elementary School, was also searching for a comprehensive program that could meet the diverse needs of his students. Like John Eliot School, Harvard-Kent's population of 510 students in grades K through 5 includes large populations of English language learners (50%) and students with learning disabilities (25%).

“Across the board, our math scores are the highest they've ever been.”

Jason Gallagher,  
Principal, Harvard-Kent Elementary School

"Our teachers were spending a significant amount of time and effort putting together a yearlong curriculum that met standards and student needs," recalls Gallagher.

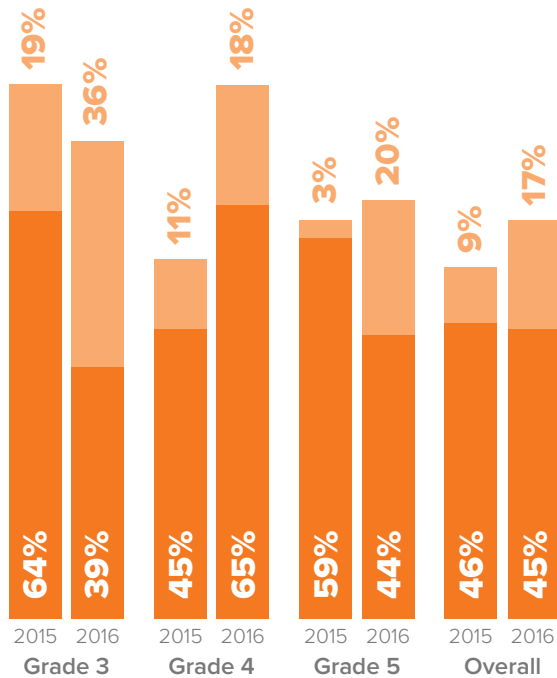
### Implementation at Harvard-Kent

After teacher review and a nearly unanimous decision to implement the program, Harvard-Kent piloted *Everyday Mathematics 4* during the 2015-16 school year in all grades.

## Percentage of Students Meeting or Exceeding Expectations in 2015 and 2016

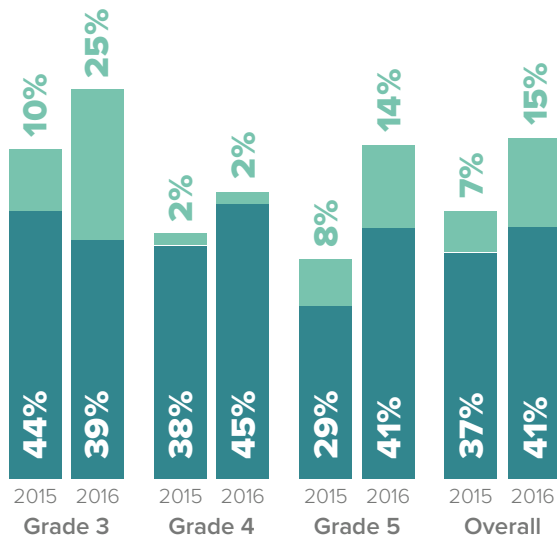
### John Eliot School

Exceeds Expectations  
Met Expectations



### Harvard-Kent Elementary

Exceeds Expectations  
Met Expectations



As with any curricular changes, there were challenges. For example, the students at John Eliot with significant learning disabilities needed additional resources beyond the *Everyday Mathematics* core.

“When I reached out to McGraw-Hill, they provided immediate additional training in that intervention,” says Walker-Griffith.

Teachers at both schools appreciated how the curriculum helped them overcome learning barriers. It also saved them prep time. The principals both point out that with all grades learning the same math curriculum, teachers speak the same language when talking about math instruction.

## Impressive Results

Assessment testing has shown that students at both John Eliot and Harvard-Kent are responding well to *Everyday Mathematics 4*. Says Gallagher, “Across the board, our math scores are the highest they’ve ever been, with most students at proficient or advanced.”

Walker-Griffith’s students have achieved similar gains. “We saw a huge growth in the number of students who were proficient and advanced,” she says. “In 2015, 45% of our kids were proficient and 11% were advanced. In 2016, we saw that jump to 65% proficient and 18%. That’s a significant shift.”

In 2015, 45% of children at John Eliot School were proficient and 11% advanced. In 2016, they jumped significantly to 65% proficient and 18% advanced.