

RESEARCH-BASED.
CLASSROOM-PROVEN.

Everyday Mathematics®



GRADES
K-6

everydaymath.com



A Higher Standard for Student Learning.

At McGraw-Hill, we know that behind every student success story is a team of dedicated teachers and administrators who set high expectations for themselves and their students. That's why we set the same high expectations for *Everyday Mathematics 4*.

The instruction is grounded in an extensive body of research. The curriculum has been subjected to more scrutiny than any other program available. And the results point squarely in the same direction — children who use *Everyday Mathematics* develop a deeper conceptual understanding, a greater depth of knowledge and a genuine enjoyment of learning math. It's how children learn.

Research Verified Results.

Studies led by independent researchers, researchers at the University of Chicago School of Mathematics Project (UCSMP) and school districts using *Everyday Mathematics* have consistently shown that the program is effective in real classrooms with real students. Educators using *Everyday Mathematics* can expect real results.

Learner Verification and Evaluation Studies.

THE NORTHWESTERN LONGITUDINAL STUDY

Everyday Mathematics was the focus of a five-year longitudinal curriculum study designed and conducted by researchers at Northwestern University. The study included student and teacher interviews, classroom observations, written tests, collected artifacts and surveys. This longitudinal study used a variety of instruments and observational methods. Items on written tests were drawn from the National Assessment of Educational Progress (NAEP), from international studies of mathematics achievement and from the research literature.

Researchers using the data and findings of the Northwestern study found that *Everyday Mathematics* students consistently outperformed comparison students using programs with a more traditional approach.

TRI-STATE ACHIEVEMENT STUDY

The ARC Center, located at the Consortium for Mathematics and its Applications (COMAP), completed a study that compared the effects of standards-based mathematics programs on student performance with state-mandated standardized tests in Massachusetts, Illinois and Washington.

The report's findings are based on the records of over 78,000 students: 39,701 who had used the *Everyday Mathematics* curriculum for at least two years, and 38,481 students from comparison schools. The students were carefully matched by reading level, socioeconomic status and other variables.

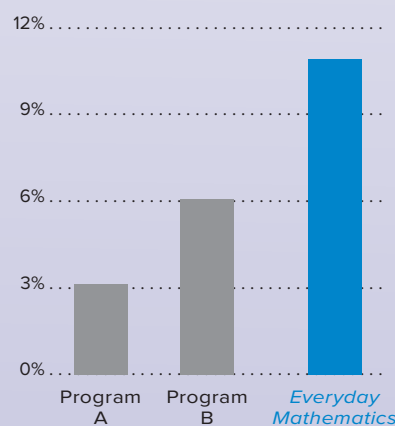
Results showed that the average scores of students in the *Everyday Mathematics* schools were consistently higher than the average scores of students in the comparison schools who used programs with a more traditional approach. The results hold across different state-mandated tests and across topics ranging from computation, measurement and geometry to algebra, problem-solving and making connections.

The National Science Foundation funded this study and its report.

WHAT WORKS CLEARINGHOUSE™ IMPROVEMENT INDEX

The U.S. Department of Education What Works Clearinghouse™ recognizes *Everyday Mathematics* as the most effective core elementary mathematics program in the country.

Expected Percentile Gain for the Average Student using *Everyday Mathematics* vs. Other Programs



Research-Proven Results.

The efficacy of *Everyday Mathematics 4* is being proven every day in classrooms all around the country, and the numbers add up to impressive improvements in test scores and student proficiency. The districts and schools featured on this page participated in year-long studies of student performance.

Champaign, Illinois

The Champaign school district had been using *Everyday Mathematics* since 2002. Prior to the 2014–15 school year, they adopted the newest version — *Everyday Mathematics 4*. Professional development to support implementation was provided by McGraw-Hill in the 2015–16 school year.

The district saw immediate results. Within one year, students across grades were significantly outperforming projected growth scores on the MAP Math Assessment Test.

Observed vs. Projected Growth:
Fall 2015 to Spring 2016

Grade	Projected Growth Mean	Observed Growth Mean
3rd	13.22	14.91
4th	11.61	12.83
5th	9.97	10.67

Lima, Ohio

In the 2015–16 school year, the third and fifth grade classes at a school in Lima adopted McGraw-Hill's *Everyday Mathematics 4* program. At the end of the year, students scored significantly higher than the national average on end-of-year MAP scores.

The increase in scores for third and fifth grade students also exceeded score increases from the year before.

School Year MAP Score Increases

Grade	2014–15 Gain Score	2015–16 Gain Score
3rd	11.0	14.3
5th	9.0	13.4

Grand Rapids, Michigan

Everyday Mathematics 4 was implemented for a small group of fifth grade students in the Spanish Immersion Program of a school in Michigan during the 2016–17 school year.

After just one year, the percentage of students scoring in the “Advanced” range on the M-STEP test in math rose from 39.1% to 52.2%. Those results outpaced both the district and state results.

Percentage of Students Scoring
“Advanced” on 2017 M-STEP

Everyday Mathematics	District	State
52%	41%	17%

Auburn University Study

Twelve school districts in Michigan have adopted McGraw-Hill's *Everyday Mathematics*, a core curriculum-based approach to teaching mathematics in elementary school classrooms developed at the University of Chicago. In 2019, the Auburn Center for Evaluation (ACE) was asked to analyze mathematics test data from the Michigan Student Test of Educational Proficiency for students served by the program to answer this main research question: "To what extent is the utilization of McGraw-Hill's elementary mathematics curriculum associated with differences in year-end standardized test scores?"

To answer that question, a number of statistical analyses were employed matching school districts who did not use *Everyday Mathematics* and those who did. The results suggest that students who participated in *Everyday Mathematics* produced better results on state tests than those who did not.

“*Everyday Mathematics* has been supported and welcomed by our teachers because it’s a high-quality, solid resource.”

Jeff Dinkelmann,
Director of Student Growth
and Accountability

KEY FINDINGS

- **Fourth-Grade Students:** 10.9% greater proficiency rates than matched peers.
- **Fifth-Grade Students:** 13.9% greater proficiency rates than matched peers.
- **Non-White Students:** 17.9% higher scores on M-STEP than matched peers.
- **Male Students:** 6–10 points higher on proficiency scores than matched peers.
- **Female Students:** 5 points higher on proficiency scores than matched peers.
- **Economically Disadvantaged Students:** 20% higher proficiency rates than matched peers.

Overall M-STEP Math Proficiency Rates

Grade	Everyday Mathematics Students	Matched Peers
4th	60.9%	54.9%
5th	55.1%	48.7%



Classroom-Proven Success.

Everyday Mathematics continues to generate results where they matter most — in the classroom. The instruction offers the clear-cut guidance that has been raising test scores of students across the country.

Significant Improvement in the Country's Fifth Largest School District

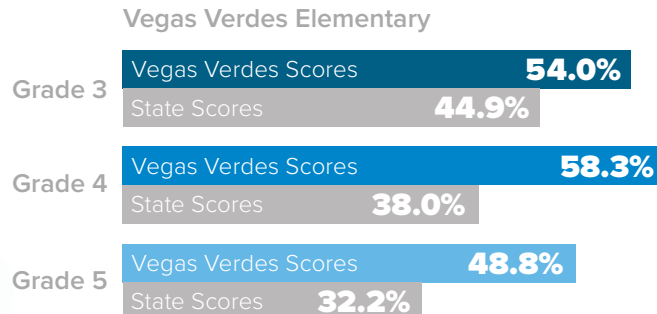
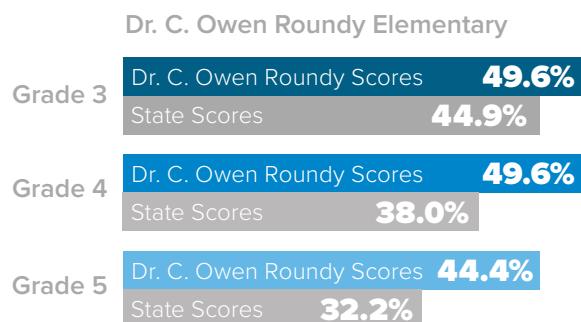
CLARK COUNTY, NV

Under the Clark County's Franchise School program, principals who have demonstrated academic growth are asked to supervise an additional school using the same or similar practices that have led to success. Principal John Haynal is one such principal, and part of his approach to improving outcomes includes *Everyday Mathematics*.

RESULTS

The results Clark County has seen are impressive. In 2017, students at Dr. C. Owen Roundy Elementary and Vegas Verdes Elementary schools performed well above the Nevada average on the 2017 SBAC.

2017 SBAC Scores: Percent Meets or Exceeds



“*Everyday Mathematics* offers clear-cut guidance for teachers, whether you’re a first-year teacher or have 20 years of experience.”

Emily Miles,
Fifth Grade Math Teacher

Norman Public Schools Build Algebraic Thinking With *Everyday Mathematics*

NORMAN, OK

The Norman public school district, which is located near the University of Oklahoma, serves 16,000 students across K–12, with 17 elementary schools for K–5 students. 49% of students in the district qualify for the Free or Reduced Lunch Program.

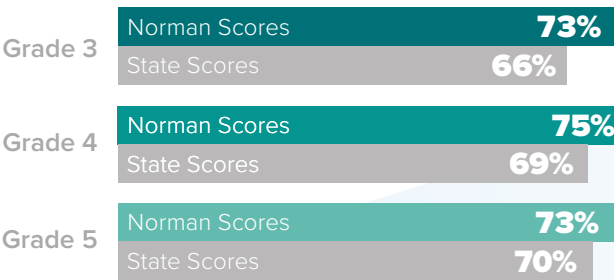
RESULTS

Fast-forward a decade, and *Everyday Mathematics* is still empowering elementary school teachers and students in the Norman Public School District. In 2016, students in grades 3–5 scored an average of 6% higher on the Oklahoma School Testing Program Math test than other students in Oklahoma. Equally impressive is that Norman’s Algebra I students scored 10% higher than their peers in other districts.

“*Everyday Mathematics* is a research-based program that gives students the strong mathematical foundation they need as they grow older.”

Nita Cochran,
Math Curriculum Coordinator

2016 Oklahoma School Testing Program:
Mathematics PCT Proficient and Advanced



2016 Oklahoma School Testing Program:
Algebra I PCT Proficient and Advanced



North Kansas City Students Master Key Concepts With *Everyday Mathematics*

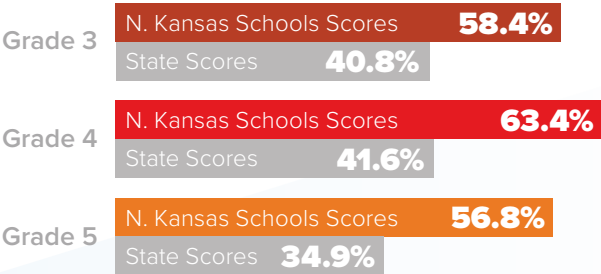
NORTH KANSAS CITY, MO

North Kansas City school district is among the largest districts in the Kansas City metro area. It serves nearly 19,500 students in 30 schools, 21 of which are elementary schools. The sizeable district has a diverse student population, and many of its students are English language learners. Just under half qualify for the Free or Reduced Lunch program.

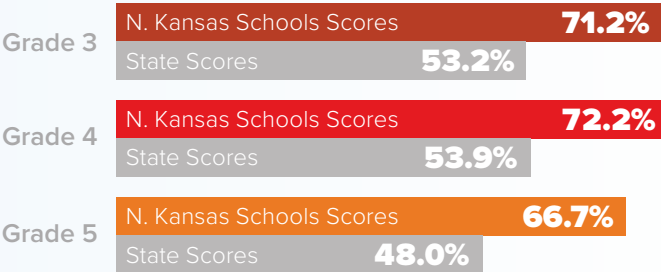
RESULTS

North Kansas elementary schools have seen a significant increase in math scores since implementing *Everyday Mathematics*. “The results that we’ve seen in our achievement scores are really strong,” says Dr. Chad Sutton, the Assistant to the Superintendent for PreK–8. “Our English language learners and students in our Free and Reduced Lunch program outperform the state significantly. Every group within our demographics, especially those two groups, is reaping the benefits. We’ve never seen anything like it.”

2017 Missouri Assessment Program:
Mathematics Percent Proficient
and Advanced — ELL Students



2017 Missouri Assessment Program:
Mathematics Percent Proficient
and Advanced — All Students



The Link Between Math and Language Skills

MICHIGAN

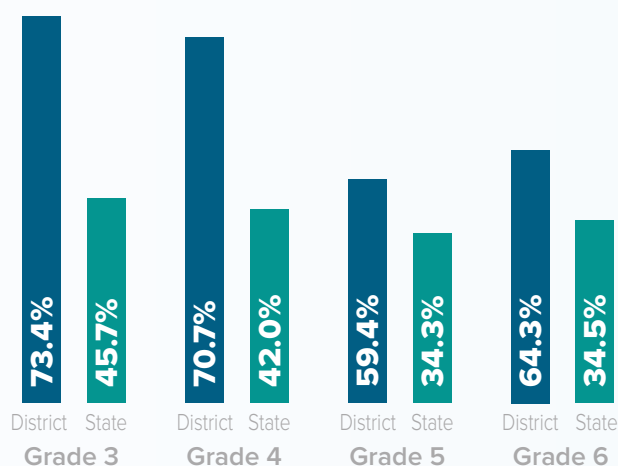
When a Michigan Spanish Immersion classroom needed a core math curriculum, *Everyday Mathematics 4* was the solution. Achievement results have shown that students are succeeding, with more students now testing proficient or advanced than ever before.

RESULTS

In 2016–17, one fifth-grade class of English-speaking students in a Spanish Immersion classroom in Michigan received higher marks on a state assessment after using *Everyday Mathematics* from McGraw-Hill for one year. Their math scores increased by 14 percent on the Michigan Student Test of Educational Progress, or M-STEP, with 52 percent of students who used *Everyday Mathematics* scoring in the advanced range, as opposed to only 17 percent of students statewide who did.

Meanwhile, 70 percent of students using *Everyday Mathematics* scored at or above proficiency in math, while only 35 percent of students statewide scored in this category. These scores show that *Everyday Mathematics* improved student math skills, but since these students are in a classroom that teaches core academic subjects in Spanish, their improvements also demonstrate how language and math skills are linked.

M-STEP Math 2017 Percent Proficient or Advanced



Maryland District Sees Scores Increase One Year After Implementing *Everyday Mathematics 4*

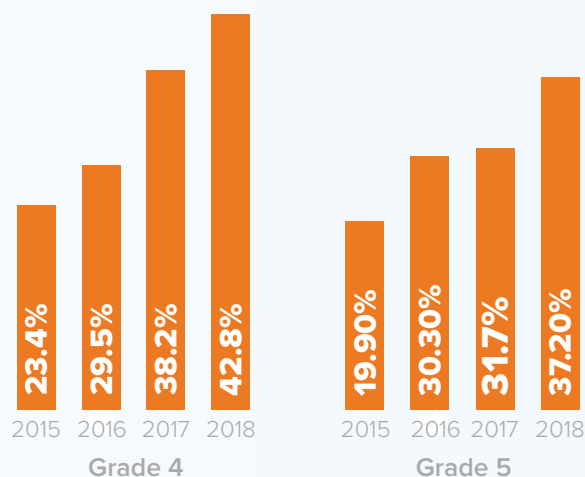
SALISBURY, MD

Everyday Mathematics was implemented in Wicomico County public schools. The curriculum was used in third, fourth and fifth grade classes — and helped students build a strong foundation of math skills.

RESULTS

According to PARCC scores, county students in third, fourth and fifth grades showed higher numbers in 2017 compared with 2016, the year before *Everyday Mathematics* was implemented. Third grade went from 42.5 percent meeting or exceeding expectations in 2016 to 45.5 percent meeting or exceeding expectations in 2017. Fourth grade went from 29.5 percent to 38.2 percent, and fifth grade went from 30.3 percent to 31.7 percent. Also, third and fourth grades exceeded state averages by 2.5 percentage points and 0.7 percentage points, respectively. In schools that went from contained classrooms to a departmentalized approach, scores jumped as much as 20 percent.

Percent Proficient or Advanced



Math Scores Rise Quickly After Missouri District Implements *Everyday Mathematics 4* in Elementary Schools

COLUMBIA, MO

When Columbia public schools were looking for a core math curriculum — *Everyday Mathematics* rose to the top of their list. Today, all elementary schools in the district are taking advantage of the resources available with the curriculum.

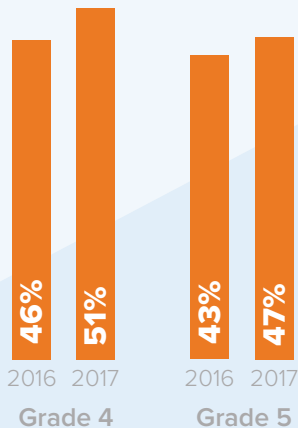
RESULTS

The 2017–18 school year is the first in which all 21 district elementary schools began using *Everyday Mathematics*. The previous year, one school and certain classes in 19 other elementary buildings piloted *Everyday Mathematics*. “We looked at qualitative data from all teachers in the pilot, and 97 percent felt *Everyday Mathematics* was an adequate resource for them as teachers, and 95 percent felt there was student engagement at a level they appreciated,” says Judi Privitt, Assistant Coordinator for K5 Math.

“Teachers really like that they can work on a standard, then later, the same standard will come up for students to developmentally process and learn.”

Judi Privitt,
Assistant Coordinator
for K5 Math

Missouri Assessment Program, Math:
Students Proficient or Advanced



Everyday Mathematics 4 Promotes Fluency and Mathematical Discourse in Iowa District

DES MOINES, IA

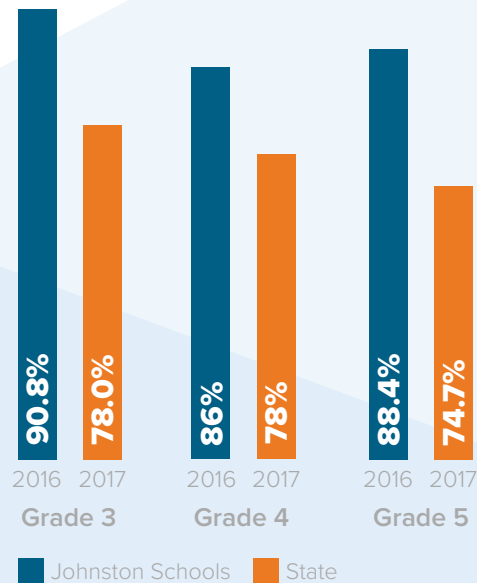
Everyday Mathematics has been a valuable resource for Johnston community schools. Student proficiency and test results have outpaced the state average in third, fourth and fifth grade classrooms.

RESULTS

Since implementing an earlier version of *Everyday Mathematics* in 2012, the district has seen steady proficiency growth across all grades. On the 2017–18 Iowa state assessment, 91 percent of the district’s third-graders were proficient in math, compared with the state average of 78 percent; 86 percent of the district’s fourth-graders and fifth-graders were proficient in math, compared with the state average of 78 percent for grade 4 and 75 percent for grade 5.

In addition, grade 3 students scored 16 points higher than the National Standard Score for math proficiency, grade 4 scored 13 points higher, and grade 5 scored 17 points higher.

2018 Iowa State Math Assessment:
Students Proficient or Advanced



Everyday Mathematics Helps More Boston Students Test at Proficient or Advanced

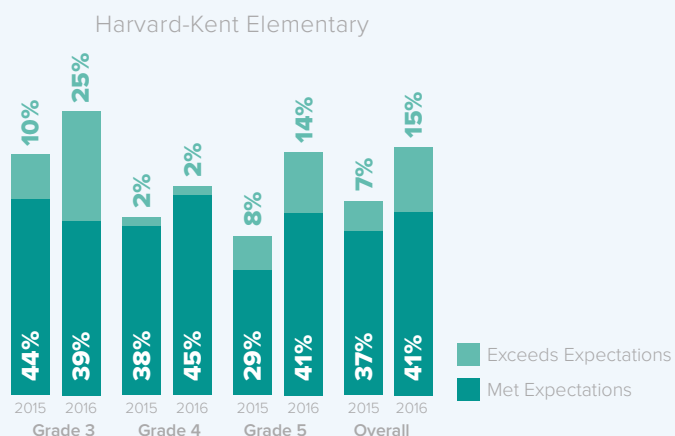
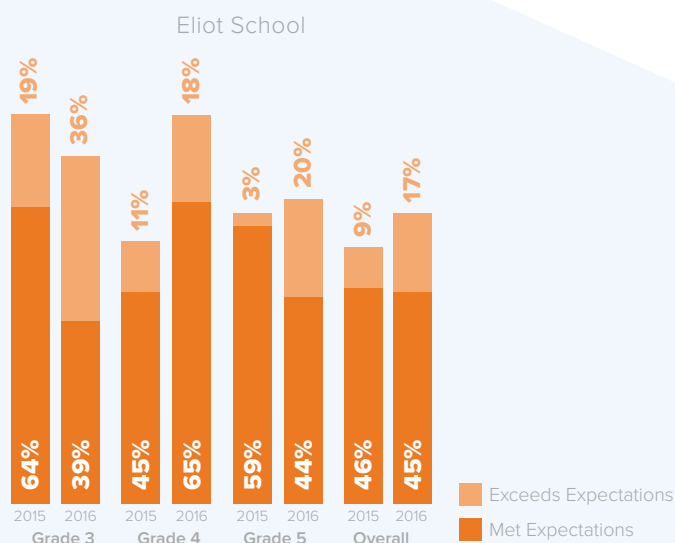
BOSTON, MA

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.

RESULTS

Assessment testing has shown that students at both Eliot and Harvard-Kent are responding well to *Everyday Mathematics*. Says Jason Gallagher, Principal at Harvard-Kent Elementary School, "Across the board, our math scores are the highest they've ever been, with most students at proficient or advanced." Traci Walker Griffith's students at Eliot 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% advanced. That's a significant shift."

Percentage of Students Meeting or Exceeding Expectations in 2015 and 2016



Impressive Gains in Mathematics Proficiency in a Santa Fe Elementary School

SANTA FE, NM

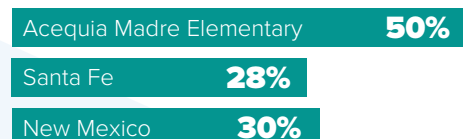
The entire Acequia Madre school community is dedicated to ensuring that students are educationally successful, physically sound, socially adjusted and artistically inspired. Acequia Madre is able to achieve this mission by engaging families in student life and engaging students in the fine and performing arts.

RESULTS

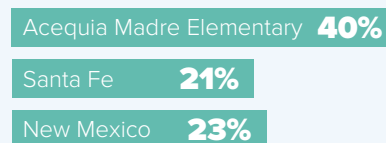
At the beginning of the 2015–16 school year, 19 percent of Acequia Madre students tested proficient in math. By the end of the school year after *Everyday Mathematics 4*, that number had jumped to 86 percent proficient. They also tested students at an advanced math level. At the beginning of the school year, zero students were considered advanced. By the end of the school year, 20 percent of students were working at advanced levels in math. "The teachers worked so hard," said Ahlum Scarola, former Principal. "The growth we saw that year was ridiculously large." In 2016-17, the growth was equally impressive, with all four grades outpacing the average scores for both their district and state.

NM Combined Math 2017: Percent Meets or Exceeds

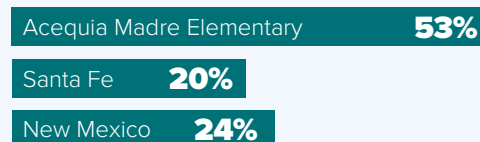
Grade 3



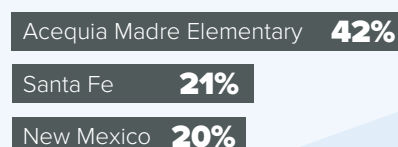
Grade 4



Grade 5



Grade 6

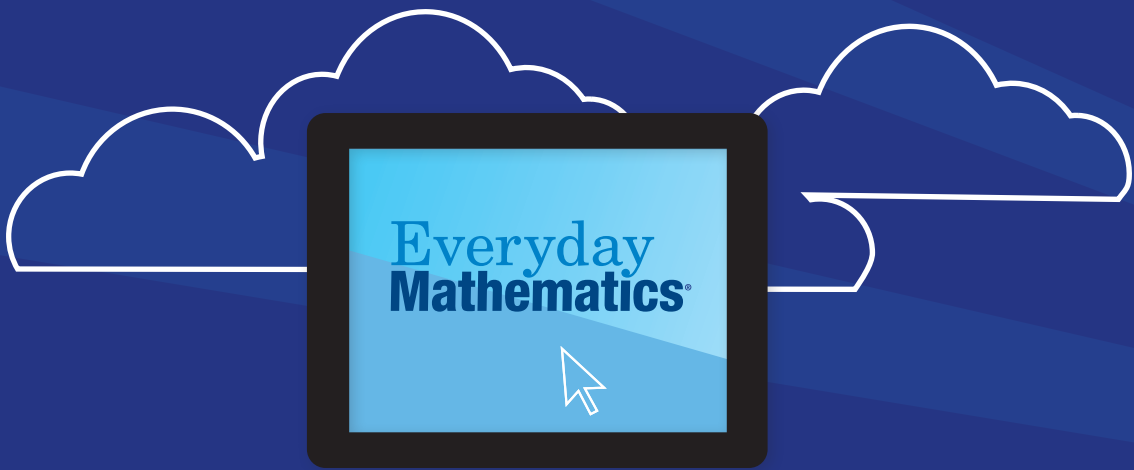


Everyday Mathematics®

How Children Learn.

Decades of research — made possible by teachers all over the country.

The unique development approach of *Everyday Mathematics* is made possible by the generosity of the teachers and administrators who have opened their classrooms for observation and field tests for over 30 years. The data gathered through these meetings, surveys, classroom observations and interviews has been an integral part of the development of every edition of the program.



Learn more at everydaymath.com