

Everyday Mathematics®



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.

everydaymath.com

A Commitment to High Quality Materials

Everyday Mathematics was founded on the principle that every child can and should learn challenging, interesting, and useful mathematics. The program is designed to ensure that each of your students develops positive attitudes about math and powerful habits of mind that will carry them through college, career, and beyond.



Provide Multiple Pathways to Learning

Through *Everyday Mathematics*' spiraling structure, students have multiple opportunities to access math concepts in a variety of ways.



Build and Maintain Strong Home-School Connections

Everyday Mathematics provides a wealth of resources to help you extend what your students learn in your classroom to what they can do beyond the classroom.



Use Data to Drive Your Instruction

The data you collect in the Teacher Center drives a suite of reports that help you easily tailor your instruction to meet the needs of every child in your classroom.



Create a System for Differentiation in Your Classroom

Turn your classroom into a rich learning environment that provides multiple pathways for each of your children to acquire content, make sense of ideas, develop skills, and demonstrate what they know.





Everyday Mathematics Lessons

A pervasive element of an *Everyday Mathematics* classroom is collaborative learning. Working collaboratively in classrooms creates an atmosphere for sharing ideas and problem-solving strategies. As students encounter different ways of solving problems from peers, they learn to interpret and evaluate each other's point of view and engage in discussions that address the strengths and weaknesses of a variety of approaches.

Each lesson activity includes recommendations for one or more grouping options, helping you create a flexible, dynamic learning environment every day.



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.

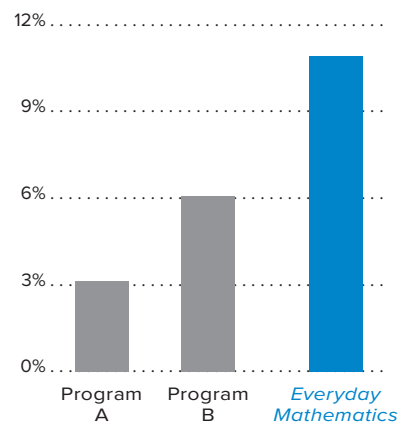
Results showed that the average scores of students in the *Everyday Mathematics* schools were consistently higher than the average scores of students in the comparison schools who used programs with a more traditional approach. The results hold across different state-mandated tests and across topics 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



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%



The Link Between Math and Language Skills

MICHIGAN

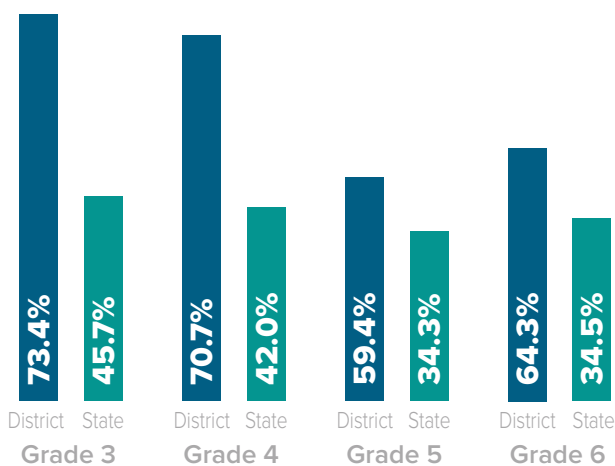
When a Michigan Spanish Immersion classroom needed a core math curriculum, *Everyday Mathematics 4* was the solution. Achievement results have shown that students are succeeding, with more students now testing proficient or advanced than ever before.

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*

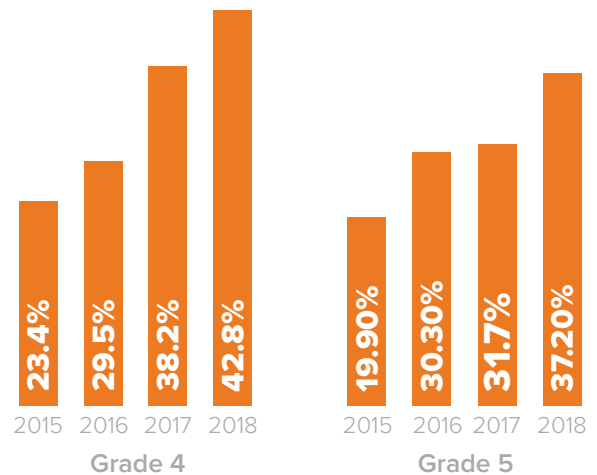
SALISBURY, MD

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.

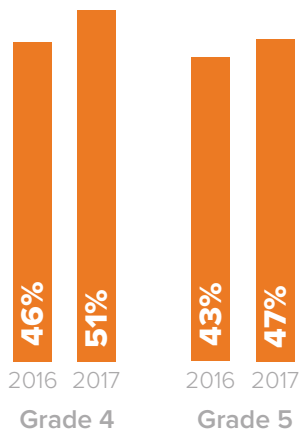
RESULTS

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

