HMH Into Math

Meets ESSA Moderate Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study. HMH's evidence ratings are based on the U.S. Department of Education's nonregulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g., Evidence for ESSA) may differ due to the varying criteria used to judge evidence.

PROGRAM OVERVIEW

Into Math® is an innovative mathematics program for Grades K–8 that focuses on meeting the needs of the whole child and strives to instill in students a positive attitude toward math. The solution emphasizes the development of a conceptual understanding to allow students to transfer their knowledge to new situations and apply it to new contexts. The lessons are intentionally structured to ensure that procedural practice functions to reinforce conceptual knowledge.

MODERATE
ESSA EVIDENCE RATING

DISTRICT: 155 Schools in Illinois
STUDY YEAR: 2018-2023
STUDY CONDUCTED BY: JEM & R LLC

| EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS		
Well-designed & well-implemented quasi-experimental design study (QED)	The quasi-experimental study examined the effectiveness of *Into Math* through a retrospective analysis to determine the relationship between *Into Math* and student mathematics (Math) performance in Grades 3–8. Using the Illinois Assessment of Readiness (IAR) data from Spring 2019 and 2023, the analyses compared the performance of schools using *Into Math* relative to matched schools that did not use the program. All analyses (ANCOVA) controlled for 2019 math proficiency rates and average classroom size to ensure equivalency across groups and to increase the sensitivity of analyses.		
Large & multi-site sample, overlapping with populations or settings proposed to receive the intervention	A total of 155 schools were included in the analysis. Forty-six schools were confirmed as using *Into Math* over the study period, with 109 closely matched schools not using the program serving as comparison schools.	ANALYTIC SAMPLE: • 155 schools • Grades 3-8 • 64,969 enrolled students • 8.0% English learners • 51.9% Economically disadvantaged	• 6.0% African American • 3.8% Asian/Pacific Islander • 17.7% Hispanic • 67.7% White • 4.8% Multi-race/Other
Shows statistically significant & positive effects	Results showed a statistically significant main effect with *Into Math* schools demonstrating greater proficiency rates than non-users, $p < .05$. Additionally, *Into Math* students outperformed their non-*Into Math* counterparts across all grade levels and across several subgroups, with marginally significant differences in favor of *Into Math* schools at grade 4 and among female, white, and disadvantaged students, $p < .10$.	**Grade 3–8 Students Scoring Proficient or Higher on IAR** Spring 2023 ■ IntoMath ■ Control	* Note: $p < .05$ **Note: $p < .10$
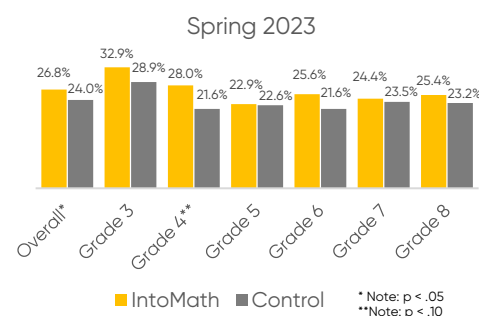
To learn more about the research behind *HMH Into Math*, visit hmhco.com/research/library