

Evidence Base of Child Outcomes for Domain-Specific Math Curriculum Products



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Goal of this Document

The goal of this report is to summarize publicly available rigorous research for domain-specific math pre-k curriculum products. This information can be used alongside evaluations of other [key elements of high-quality preschool curriculum](#) (as defined by the National Academy of Sciences' consensus study, [A New Vision for High-Quality Preschool Curriculum](#)) to inform curriculum decision-making.

Methodology

1. **Scope of research reviewed:** Products included in this document have been approved by states that approve domain-specific math pre-k curriculum or have been reviewed by Head Start and/or What Works Clearinghouse. For curriculum products listed, EdSolutions conducted a thorough review of publicly available rigorous research studies. Studies reviewed for inclusion in this document include those noted within a) the [Head Start Mathematics Preschool Curriculum Consumer Report](#), b) [What Works Clearinghouse \(WWC\)](#) reports on specific curriculum, c) curriculum supplier websites, d) peer-reviewed research journals, and e) other third party independent research studies. Research methodology was considered rigorous when the study contained a sample of 50 or more children and used multivariate analysis with a control or comparison group.
2. **Presentation of data:**
 - For all curricula, we note the total number of rigorous studies conducted and whether each study showed a positive (+), negative (-), or no effect (o) in each domain, compared to a control or comparison group.
 - Study information is visually summarized with one icon per study, per domain (+, - or o). If a study resulted in different outcomes within the same domain, a hybrid rating is provided, listing the lowest rating first (e.g. o/+ or -/o/+). *Note: A "o" rating means the results of the evaluated curriculum were neither better nor worse than the control or comparison group. This rating indicates that the evaluated curriculum had the same effect on student outcomes as the control or comparison condition.*
 - A summary of evaluation results for each curriculum is provided, followed by details of the studies included in the evaluation results.

Section 1: Summary of Efficacy Evidence for Domain-Specific Math Curriculum Products

All domain-specific math curriculum products included in this document are listed below in alphabetical order along with a summary of domain-specific research findings from publicly available rigorous research studies.

Curriculum	Head Start Rating: "Evidence of Child Outcomes"	What Works Clearinghouse Evaluation	Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development	Summary of Evidence of Effects on Child Learning Outcomes
1-2-3 Learn	No review available	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
Big Math for Little Kids	Some evidence	No evaluation available	1 study	+	+	No studies	No studies	No studies	Positive effects found in both language & early literacy and math general knowledge.
Building Blocks	Solid, high-quality evidence	Tier 2 - Moderate evidence available	11 studies ¹	o, o/+, +	o, +, +, +, +, +, +, +, +	No studies	o, o/+, +	No studies	Positive effects on math knowledge and skills found across multiple studies. Some positive effects on language and literacy skills and executive functioning skills found across two studies.
Developing Roots PreK - Methodology	No review available	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
Early Innovators Curriculum	No review available	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
Eureka Math Squared	No review available	No evaluation available	0 studies ²	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
Everyday Mathematics 4	No evidence available at time of review	Tier 3 - Promising	0 studies ³	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
Growing with Mathematics	No evidence available at time of review	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
Harcourt School Publishers (HSP) Math	No evidence available at time of review	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
McGraw Hill My Math	No evidence available at time of review	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
Number Worlds	No evidence available at time of review	No evaluation available	0 studies ⁴	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
Pre-K Mathematics Curriculum	Solid, high-quality evidence	Tier 1 - Strong	4 studies	No studies	+, +, +, +	No studies	No studies	No studies	Positive effects in math knowledge found across multiple studies.
Numbers Plus Preschool Mathematics Curriculum	No review available	No evaluation available	1 study	No studies	+	No studies	No studies	No studies	Positive effects were found showing that adding Numbers Plus to a HighScope curriculum did improve early math skills, but the effect size was very small.
Stepping Stones for PreK	No review available	No evaluation available	0 studies ⁵	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available
STEAM Themes	No review available	No evaluation available	0 studies	No studies	No studies	No studies	No studies	No studies	No efficacy evidence available

Summary of Efficacy Evidence for Domain-Specific Math Curriculum Products Table Footnotes:

¹[Impacts of a Prekindergarten Program on Children's Mathematics, Language, Literacy, Executive Function and Emotional Skills \(Weiland and Yoshikawa, 2013\)](#) studies the efficacy of the OWL and Building Blocks curricula in the context of Boston Public Schools' implementation in public pre-k programs. The positive math effects cited in the study are attributed as the impact of the Building Blocks curriculum. Other positive effects found by the study, including on students' executive functioning skills, may be attributed to the impact of Building Blocks but not Building Blocks alone, and as such these positive effects are not included in the summary of effects presented here.

² Two studies of Eureka Math were conducted with elementary school students:

- [Eureka Math Squared Efficacy Study](#) (Silver, Polikoff, 2024): There is a small positive impact on math achievement in upper elementary, but this is not evidence for Pre-K math outcomes.
- [Evaluation of Eureka Math in Montgomery County Public Schools](#) (Nyambura, 2024): Students in the Eureka Math condition showed improved scores on early-grade mathematics assessments compared to peers; effects were modest but statistically significant in grades K-2.

³ Five studies of Everyday Mathematics were conducted with elementary school students:

- [Findings from a Multi-Year Scale-Up Effectiveness Trial of Everyday Mathematics](#) (Vaden-Kiernan, Borman, Caverly, Bell, de Castilla, Sullivan, 2015): EM K-5 students outperformed control students on standardized math assessments.
- [Differentiated Instruction with Everyday Mathematics for Special Education Students](#) (Beauchaine, 2009): Implementation of differentiated instruction within Everyday Mathematics increased teacher use of supports for special-education students, suggesting the curriculum can support improved math outcomes for diverse learners when instruction is tailored.
- [ARC Center Tri-State Achievement Study \(COMAP, 2001\)](#): A state-level comparison across three states found that students in schools using reform curricula including Everyday Mathematics scored significantly higher on a broad range of standardized math tests (computation, measurement, geometry, algebra, problem solving) than matched peers in grades 3-5.
- [McGraw Hill Northwestern Longitudinal Study of Everyday Mathematics](#) (McGraw-Hill / UChicago, 5-year study): Over multiple years, students exposed to Everyday Mathematics consistently outperformed comparison students, indicating sustained achievement gains and deeper conceptual understanding.
- [The Relationship Between Third and Fourth Grade Everyday Mathematics Assessments and Performance on the New Jersey Assessment of Skills and Knowledge in Fourth Grade](#) (Helfant, 2005): A district-level longitudinal study found a positive association between students' scores on internal Everyday Mathematics assessments in grades 3-4 and their performance on a statewide standardized math test in grade 4.

⁴ [Building number sense with Number Worlds: A mathematics program for young children \(Griffin, 2004\)](#) discusses several evaluation studies conducted with Kindergarten children from low-income communities, in which children who received the Number Worlds program made significant gains in conceptual knowledge of number and in number sense, when compared to matched-control groups who received readiness training of a different sort.

⁵ In a [study conducted by AIR for Origo Education](#), students' state math scores (STAAR) improved over time after implementing Stepping Stones K-5, with gains for special-education, economically disadvantaged, and English learner subgroups.

Section 2: Summary of Efficacy Evidence for Domain-Specific Math Curriculum Products by Product

1-2-3 Learn					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

Big Math for Little Kids					
Summary of Evidence of Effects on Child Learning Outcomes	Positive effects found on math learning. BMLK children made greater math gains—about 1.6 months more learning—and learned at a faster pace than those in the control group. A higher percentage of BMLK children (compared to the control group) were able to correctly identify a shape and offer a response “justification,” and a type of pattern (with no differences between BMLK group and control groups in their ability to provide a response “justification” for pattern type response).				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
1 study	+	+	No studies	No studies	No studies
1. Big Math for Little Kids: The effectiveness of a preschool and kindergarten mathematics curriculum, Early Education and Development (Presser, Clements, Ginsburg, Ertle, 2015)	+ A higher percentage of children in the BMLK group than in the control group (using Creative Curriculum, HighScope, or other homegrown curricula) were able to correctly identify a triangle and to provide a “justification” for their response; a higher percentage of BMLK children than control group children were able to identify a type of pattern, but there was no difference in their ability to provide a “justification” for their response.	+ BMLK children learned more mathematics—the equivalent of approximately 1.6 months of instruction—and learned it at a faster pace than did children in the control condition (using Creative Curriculum, HighScope, or other homegrown curricula) as assessed by performance on a normed math assessment.	Not measured	Not measured	Not measured

Building Blocks					
Summary of Evidence of Effects on Child Learning Outcomes	Positive effects on math knowledge and skills found across multiple studies. Positive effects on language and literacy skills and executive functioning skills found across two studies.				
	- Across multiple RCTs, Building Blocks demonstrates significant improvements in pre-k children's math knowledge and skills compared to control and comparison groups. - Greater positive effects were found for younger children starting pre-k (1 study), children with lower pretest scores (1 study), and Black students (2 studies). - Positive effects on language and literacy skills (2 studies) and executive functioning skills were also found (2 studies).				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
11 studies	o, o/+, +	o, +, +, +, +, +, +, +, +	No studies	o, o/+, +	No studies
The following three studies are publications of a longitudinal evaluation of Making Pre-K Counts program (i.e., the Building Blocks curriculum along with ongoing training and in-classroom coaching) in pre-k and the High-Fives math enrichment program (i.e., small-group math clubs) in kindergarten. Results across these three studies are summarized in the columns to the right. 1. Long-Term Effects of Enhanced Early Childhood Math Instruction (Mattera, S.K., Jacob, R., MacDowell, C., Morris, P.A., 2021) 2. Strengthening Children's Math Skills with Enhanced Instruction: The Impacts of Making Pre-K Count and High 5s on	o In pre-k settings that were already increasing their time spent on math instruction, BB-MPC (i.e., the Making Pre-K Count program, which used Building Blocks in pre-k) had no impact on direct assessments of children's language ability. + Exploratory analyses suggest that Making Pre-K Count (Building Blocks with ongoing training and in-classroom coaching) alone and the two years of math enrichment (Making Pre-K Count and High 5s) together improved children's literacy test scores, though findings were not always statistically significant for literacy test scores.	o In pre-k settings that were already increasing their time spent on math instruction, BB-MPC (i.e., the Making Pre-K Count program, which used Building Blocks in pre-k) had no impact on direct assessments of children's math competencies, language ability, or executive function. + Two years of aligned, enhanced math experiences (i.e., Making Pre-K Count in pre-k and High Fives in kindergarten) led to positive impacts on children's math skills, both above and beyond Making Pre-K Count alone (equivalent to 2.5 months' growth) and compared with no math enrichment in pre-k and kindergarten (equivalent to 4.2 months' growth). The effect of two years of enhanced math instruction translates into closing more than a quarter of the achievement gap between	Not measured	o In pre-k settings that were already increasing their time spent on math instruction, BB-MPC (i.e., the Making Pre-K Count program, which used Building Blocks in pre-k) had no impact on direct assessments of children's executive function. o/+ Making Pre-K Count led to about two months' greater growth in kindergartners' working memory skills. Making Pre-K Count did not have statistically significant impacts on children's inhibitory control skills.	Not measured

Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
Kindergarten Outcomes(Mattera, Jacob and Morris, 2018) 3. Making Pre-K Count: Improving Math Instruction in New York City (Morris, Mattera and Maier, 2016)		low-income children and their higher-income peers at the end of kindergarten. Children who were offered two years of math enrichment also had more positive attitudes toward math than children with no enrichment. + Though not statistically significant, Making Pre-K Count had small, positive, longer-term impacts on children's third-grade math test scores, compared with pre-K as usual in public school and community-based sites. When combined, Making Pre-K Count and High 5s together had moderate, statistically significant impacts on children's math test scores, compared with pre-K and kindergarten as usual in public schools.			
4. Effects on mathematics and executive function of a mathematics and play intervention versus mathematics alone (Clements, Sarama, Layzer, Unlu, & Fesler, 2020)	Not measured	+ Most impact estimates for BB were positive, but only a few were statistically significant, with more in the kindergarten year (delayed effects), including both mathematics achievement and executive function (EF) competencies.	Not measured	+ Most impact estimates for BB were positive, but only a few were statistically significant, with more in the kindergarten year (delayed effects), including both mathematics achievement and executive function (EF) competencies.	Not measured

Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
5. Impacts of a Prekindergarten Program on Children's Mathematics, Language, Literacy, Executive Function and Emotional Skills (Weiland and Yoshikawa, 2013) ³	See footnote 1 on page 3	+ Participation in the prekindergarten program, which used the BB curriculum, led to statistically significant improvements in mathematics skills in comparison to the control group. Effect sizes were as follows: 0.58 for numeracy (Applied Problems), and 0.49 for numeracy and geometry (REMA Short). Children who were eligible for free or reduced lunch benefited statistically significantly more than those who were ineligible on numeracy (Applied Problems) compared to the control group.	See footnote 1 on page 3	See footnote 1 on page 3	Not measured
6. Results of the Early Math Project (Hofer, Lipsey, Dong, Farran, 2013)	Not measured	+ There were strong immediate positive effects of the Building Blocks intervention on children's REMA ¹ assessment gains during the Pre-K year compared to the control group. Children who were exposed to the TRIAD model in Pre-K made greater gains on the REMA than similar children who did not have such exposure. In kindergarten, differences were considerably smaller but still significant, favoring the treatment group. No significant differences between treatment and control groups were found in 1st grade. The Building Blocks intervention was more	Not measured	Not measured	Not measured

¹ REMA assesses skills like verbal counting, subitizing, number comparison, number composition, shape recognition, patterning, spatial imagery, geometric measurement, etc.

Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
		effective for children with low pretest scores compared to those with higher pretests, children who entered Pre-K at a younger age compared to those who were older at the start of school, and Black children compared to non-Black children.			
7. Mathematics Learned by Young Children in an Intervention Based on Learning Trajectories: A Large-Scale Cluster Randomized Trial (Clements, Samara, Spitler, Lange, Wolfe, 2011)	Not measured	+ The Building Blocks group significantly outperformed the comparison group ($p < .001$), with an effect size (g) of 0.72 on the total mathematics test score on the REMA ² assessment. Effect sizes for children's posttest scores, controlling for pretest scores, were 1.15 for the control group and 1.92 for the Building Blocks group. Differential significant effects were identified for only one subgroup: In the control group, African American children averaged lower gains on posttest REMA than other children; in Building Blocks classrooms, African American children averaged higher gains than other children	Not measured	Not measured	Not measured
8. The impacts of an early mathematics curriculum on oral language and literacy (Sarama, Lange, Clements, Wolfe, 2011)	o/+ Results showed no evidence that children who were taught mathematics using the curriculum performed differently than control children who received the typical district mathematics instruction on measures of letter	Not measured	Not measured	Not measured	Not measured

² REMA assesses skills like verbal counting, subitizing, number comparison, number composition, shape recognition, patterning, spatial imagery, geometric measurement, etc.

Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
	recognition, and on two of the oral language (story retell) subtests, sentence length and inferential reasoning (emotive content). However, children in the Building Blocks group outperformed children in the control group on four oral language subtests: ability to recall key words, use of complex utterances, willingness to reproduce narratives independently, and inferential reasoning (practical content).				
9. Research-Based Early Mathematics Assessment (Clements & Sarama, 2008)	Not measured	+ This RCT study was implemented in preschools serving low-income students. Children in classrooms using Building Blocks significantly outperformed both the comparison group (children in classrooms using another math curriculum) and the control group on the EMA ³ (which covers basic counting or number tasks, geometry, spatial reasoning, shape composition, patterning, and early measurement). The Building Blocks group scores on the EMA ⁵ increased significantly more than the comparison group score (effect size = 0.47) and the control group score (effect size = 1.07).	Not measured	Not measured	Not measured

³ The EMA is a measure of preschool children's mathematical knowledge and skills in a comprehensive set of mathematical topics.

Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
10. Effects of a Preschool Mathematics Curriculum: Summative Research on the Building Blocks Project (Clements & Sarama, 2007)	Not measured	+ In a randomized study with low-income preschoolers, children in classrooms using the Building Blocks curriculum made statistically significant gains in both number (effect size ≈ 0.85) and geometry (effect size ≈ 1.44) relative to the control group. Results of this study indicate strong positive effects of the Building Blocks materials, with achievement gains near or approximately equal to those recorded for individual tutoring.	Not measured	Not measured	Not measured
11. Scaling up the implementation of a pre-Kindergarten mathematics curriculum: The Building Blocks curriculum (Clements & Sarama, 2006)	Not measured	+ Clements and Sarama analyzed group differences between the Building Blocks for Math intervention group and the business-as-usual comparison group on one math outcome measure (Early Mathematics Assessment). The difference between groups was statistically significant and favored children in the Building Blocks for Math group.	Not measured	Not measured	Not measured

Developing Roots PreK - Methodology					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

Early Innovators Curriculum					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

Eureka Math Squared					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available for Pre-K. All efficacy studies found focus on K-5 students - see footnotes.				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

Everyday Mathematics 4					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available for Pre-K. All efficacy studies found focus on K-5 students - see footnotes				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

Growing with Mathematics					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				

Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

Harcourt School Publishers (HSP) Math					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available for Pre-K.				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

McGraw Hill My Math					
Summary of Evidence of Effects on Child Learning Outcomes	- No efficacy evidence available for Pre-K. - All available research is conducted by the supplier.				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

Number Worlds					
Summary of Evidence of Effects on Child Learning Outcomes	- No efficacy evidence available for Pre-K. - Across evaluation studies conducted with Kindergarten children from low-income communities, children who received the Number Worlds made significant gains in conceptual knowledge of number and in number sense, when compared to matched-control groups.				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies
	Not measured	Not measured	Not measured	Not measured	Not measured

Pre-K Mathematics Curriculum					
Summary of Evidence of Effects on Child Learning Outcomes	Positive effects in math knowledge found across multiple studies.				
	Across multiple studies with low-SES preschoolers, Pre-K Mathematics had positive significant effects on math achievement.				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
4 studies	No studies	+, +, +, +	No studies	No studies	No studies
1. Effects of early mathematics intervention for low-SES pre-kindergarten and kindergarten students: a replication study (Starkey, Klein, Clarke, Baker, Thomas, 2022)	Not measured	+ In a randomized controlled trial with low-SES preschoolers, child mathematics outcomes in pre-kindergarten were positive and significant. Gains were maintained in kindergarten. (The analysis found a statistically significant positive impact of the Pre-K Mathematics intervention at the end of PK on two math assessments: CMA and TEMA-3.)	Not measured	Not measured	Not measured
2. The Sequential Scale-Up of an Evidence-Based Intervention: A Case Study (Thomas, Cook, 2018)	Not measured	+ Pre-K Mathematics had positive and significant effects on the math achievement of prekindergartners (in public pre-k and Head Start programs in CA) as measured by the ECLS-B and the TEMA-3 at the end of the pre-K year. The effect size was 0.30 for the ECLS-B and 0.23 for the TEMA-3, and these effects did not demonstrably differ by the racial/ethnic background or pre-test performance of children, or by the urbanicity of pre-k settings.	Not measured	Not measured	Not measured

3. Scaling Up the Implementation of a Pre-Kindergarten Mathematics Intervention in Public Preschool Programs (Klein, 2012)	Not measured	+ Multi-level analyses revealed that Pre-K Mathematics children made significantly greater gains in mathematical knowledge than control children during the pre-kindergarten year as measured by the CMA (ES = 0.83) and TEMA-3 (ES = 0.45).	Not measured	Not measured	Not measured
4. Effects of a Pre-Kindergarten Mathematics Intervention: A Randomized Experiment (Klein, Starkey, Clements, Sarama, Iyer, 2008)	Not measured	+ This study involving low-SES pre-k children in Head Start and state pre-k programs showed gain scores of Pre-K Mathematics children on math assessments were significantly greater than those of control children at posttest.	Not measured	Not measured	Not measured

Numbers Plus Preschool Mathematics Curriculum					
Summary of Evidence of Effects on Child Learning Outcomes	Positive effects were found showing that adding Numbers Plus to a HighScope curriculum improved early math skills, but the effect size was very small.				
	RCT study shows small or inconsistent gains in math when Numbers Plus was added to HighScope.				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
1 study	No studies	+	No studies	No studies	No studies
1. The impact of a supplementary preschool mathematics curriculum on children's early mathematics learning (Wakabayashi, Fernando, Lawrence, Xiang, Marshall, Markley, 2020)	Not measured	+ A multi-state cluster-RCT (22 sites, 52 classrooms, 583 children) found that adding Numbers Plus to a HighScope curriculum did improve early math skills, but the effect size was very small.	Not measured	Not measured	Not measured

Stepping Stones for PreK					
Summary of Evidence of Effects on Child Learning Outcomes	- No efficacy evidence available for Pre-K. - All available research (1 study) is for K-5.				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies

STEAM Themes					
Summary of Evidence of Effects on Child Learning Outcomes	No efficacy evidence available				
Rigorous Research Studies Available	Language & Early Literacy	Cognition and General Knowledge (incl. early math)	Social & Emotional Skills	Approaches to Learning & Executive Function	Motor Development
0 studies	No studies	No studies	No studies	No studies	No studies