Research

Abstract

Krupa, E. E., & Confrey, J. (2017). Effects of a Reform High School Mathematics Curriculum on Student Achievement: For Whom Does it Benefit? Journal of Curriculum Studies, 49(2), 191-215.

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This study compared the effects of an integrated reform-based curriculum to a subject-specific curriculum on student learning of 19,526 high school algebra students. Using hierarchical linear modelling to account for variation in student achievement, the impact of the reform-based *Core-Plus Mathematics* curricular materials on student test scores is compared to the subject-specific curriculum. Findings from this study indicate that students enrolled in integrated mathematics outperformed subject-specific students on an Algebra I exam (highly aligned with content), and performed equally on an Algebra II exam (poorly aligned). High minority students in high-need schools demonstrated higher performance when they were enrolled in integrated mathematics.

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