Research

The skills, standards and concepts of traditional and integrated math pathways are the same. However, the order and approach to them is different. The integrated pathway places greater value on cohesion, connection and depth of knowledge.

Authors	Design	Population	Length	Description
Finkelstein, et al.	Data analysis	24,279	6 years	Students who take Algebra I before they are fully prepared may never reach proficiency in the subject.
Schoen and Hirsch	Quasi-experimental	1,050	2 years	Students using Core-Plus Mathematics, an integrated curriculum, scored significantly higher on multiple achievement metrics than students using a traditional curriculum.
Tauer	Randomized control trial	120	2 years	Students enrolled in an integrated math program were more likely to achieve proficiency on the Grade 10 Kansas State Mathematics Assessment and enroll in senior mathematics classes than their peers in traditional math classes.
Grouws et al.	Quasi-experimental	2,161	1 year	Students who studied from Core-Plus I, an integrated course, scored significantly higher on three achievement tests than students taking an Algebra I course.
Tarr, et al.	Quasi-experimental	3,258	3 years	Students who studied from Core-Plus II, an integrated course, scored significantly higher on standardized achievement tests than students taking a Geometry course.
Tarr, et al.	Data analysis	2,621	3 years	Curriculum type (i.e., subject-based or integrated) is significantly correlated with student achievement.

Image from: Hanover Research
https://resources.finalsite.net/images/v1544033814/lmsdorg/mhfugknr7thdftiudylf/181205_HanoverReasearch_IntMathResearch.pdf