



Transforming East Alabama Mathematics

The East Alabama Partnership for the Improvement of Mathematics Education

FACTS ABOUT THE CONNECTED MATHEMATICS PROJECT

1. High-quality research supports the effectiveness of the Connected Mathematics Project in supporting student learning. Some examples follow:
 - a. Reys, R., Reys, B., Lapan, R, Holliday, G., & Wasman, D. (2003). Assessing the Impact of Standards-Based Middle Grades Mathematics Curriculum Materials on Student Achievement. *Journal for Research in Mathematics Education*, 34, 74 – 95.
Significant differences in achievement were identified between students using Standards-based curriculum materials, including Connected Mathematics, for at least 2 years and students from comparison districts using other curriculum materials.
 - b. Riordan, J. E., & Noyce, P. E. (2001). The Impact of Two Standards-Based Mathematics Curricula on Student Achievement in Massachusetts. *Journal for Research in Mathematics Education*, 32, 368 – 398.
Students in schools using Connected Mathematics as their primary middle school math curriculum performed significantly better on the 1999 statewide mathematics test than did students in traditional programs attending matched comparison schools. These differences were consistent across mathematical strands, question types, and student sub-populations.
 - c. Additional studies can be found on the Connected Mathematics web site:
<http://www.math.msu.edu/cmp/RepStu.html>
2. Nationally, Connected Mathematics was recommended as an Exemplary Program by the U.S. Department of Education, based on evidence of its ability to improve student learning.
3. Connected Mathematics was also the highest-rated middle grades textbook series in a study of quality of instruction conducted by the American Association for the Advancement of Science – see <http://www.project2061.org/tools/textbook/matheval/> for details.
4. Connected Math is being used across the state of Alabama by the Alabama Mathematics, Science, and Technology Initiative (AMSTI) to help middle school teachers improve their teaching of math.
 - NOTE: Students in AMSTI schools in Grades 7-8 scored 5-7 points or higher in math on the Stanford 10 than non-AMSTI students. They also scored higher in reading!
5. In east Alabama, TEAM-Math, a partnership of 12 districts and two universities, formed a committee of K-12 teachers who reviewed the textbooks on the state-approved list, and concluded that Connected Math will best help teachers meet the requirements of the State Course of Study. The TEAM-Math review committee included over 60 teachers meeting for more than 36 hours.
 - TEAM-Math teachers piloting the program reported many positive outcomes for their students and themselves.
 - All 12 of the TEAM-Math districts adopted either Connected Mathematics or co-adopted Connected Mathematics along with the basal series produced by its publisher.

For more information on the Connect Mathematics Project, visit <http://www.mth.msu.edu/cmp/>.