Transforming East Alabama Mathematics

The East Alabama Partnership for the Improvement of Mathematics Education

FACTS ABOUT
INVESTIGATIONS IN NUMBER, DATA, AND SPACE

1. High-quality research supports the effectiveness of Investigations in supporting student learning. Some examples follow:

    a. Mokros, J. ().*The Investigations Curriculum and Children's Understanding of Whole Number Operations*. < http://www2.lab.brown.edu/investigations/resources/studresults/iccuwno.html>

    Based on a review of four studies, the author concludes that in all cases students using the Investigations series surpass, or are the same as, students in traditional programs in their mastery of basic facts and computational skills. Moreover, the accuracy of the Investigations students was greater, as was their ability to use their computational skills in solving word problems. Investigations students were more flexible in selecting appropriate computational strategies to solve problems.

    b. The Arc Center. (2003). *The ARC Tri-State Student Achievement Study*. Lexington, MA: COMAP, Inc. < http://www.comap.com/elementary/projects/arc/tri-state%20achievement%20full%20report.htm>

    Average mathematics scores of students in schools using Investigations and other reform curricula were significantly higher than those of students in matched comparison schools. The results hold across five different state-mandated tests, and across topics ranging from computation, measurement, geometry, and algebra to problem solving and making connections. The results also hold for both affluent and poor students, and for both White and Black students.

    c. Additional studies can be found on the Investigations web site: http://investigations.terc.edu/research/index.cfm

2. *Investigations* is being used across the state by the Alabama Mathematics, Science, and Technology Initiative (AMSTI) to help elementary school teachers improve their teaching of mathematics.

3. 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 *Investigations* will best help teachers meet the requirements of the State Course of Study. The TEAM-Math textbook review committee included over 60 teachers meeting for more than 36 hours. In addition, TEAM-Math teachers piloting the program reported many positive outcomes for their students and themselves.

4. All 12 of the TEAM-Math districts adopted either *Investigations* or co-adopted *Investigations* along with the basal series produced by its publisher.

For more information on *Investigations*, visit http://investigations.terc.edu.