Transforming East Alabama Mathematics

The East Alabama Partnership for the Improvement of Mathematics Education

# FACTS ABOUT
# The Interactive Mathematics Program (IMP)

1. High-quality research supports the effectiveness of the *Interactive Mathematics Project* in supporting student learning. Some examples follow:

    a. Resek, D. (2002). *Evaluation of the Interactive Mathematics Program.* <http://www.mathimp.org/research/AERA_paper.html>

    *This comprehensive review of IMP, first presented to the American Educational Research Association, shows that IMP students got better grades in math, went on to take more higher-level math, and had better attitudes towards mathematics.*

    b. Greater Philadelphia Mathematics project. (2002).*The Philadelphia Success Story*. <http://mathematicallysane.com/evidence/philadelphia.asp>

    *Five years of data from students using IMP in Philadelphia show that scores on standardized tests were significantly better than students in a traditional program. Other data on* <http://gphillymath.org> *supports the position that IMP improves student attitudes and prepares them for college.*

    c. Additional studies can be found on the *IMP* web site: http://www.mathimp.org/research/

2. Nationally, *IMP* was recommended as an Exemplary Program by the U.S. Department of Education, based on evidence of its ability to improve student learning.

3. *IMP* was also one of the highest-rated textbook series in a study of quality of instruction in algebra conducted by the American Association for the Advancement of Science – see http://www.project2061.org/tools/textbook/algebra/ for details.

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

    - NOTE: The AHSGE passing rate of high school juniors taking the math portion of the exam increased 5-8 percent after their school became an AMSTI school.

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. The committee concluded that while *IMP* was not on that list due to issues with the date of copyright, it would be a useful resource for teachers to use in meeting the requirements of the State Course of Study. The TEAM-Math textbook 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.
    - TEAM-Math is incorporating selected units from IMP into its professional development at the high school level.

For more information on the *Interactive Mathematics Program*, visit http://www.mathimp.org/.