Title: A Comparison of Elementary Mathematics Achievement in Everyday Math and Saxon Math Schools in Illinois

Abstract:

This study compared elementary mathematics achievement in Illinois schools using a reform curriculum (Everyday Math) and a more traditional curriculum (Saxon Math). Multiple regression analysis was used to examine the relationship between predictors, including curriculum and demographic characteristics, and the criterion variable of mathematics achievement. Mathematics achievement was determined by 2010 ISAT scores. Both statistical and practical significance of the results were examined. Analysis by content strand was also completed using multiple regression, and analysis by subgroup was examined with independent means t-tests. Implications for school administrators and mathematics educators are discussed.