

Summary of Results from the Transcript Analysis

The transcript analysis addressed the question, “Did students register in additional or more advanced mathematics under the IMP curriculum and semestered block schedule at Suburban High School than under the prior curriculum and schedule?” Complete transcripts for Grades 9 through 12 of students in the First Reform cohort were compared to complete transcripts for Grades 9 through 12 of students in two earlier cohorts at Suburban High School who had used a traditional schedule and mathematics curriculum throughout high school.

Under the semestered block schedule, more courses were available to students each year than under the traditional schedule, but each class lasted for fewer hours. The net effect of these schedule differences was that about one quarter of the students in the First Reform cohort enrolled in fewer hours of mathematics than would have been likely under a traditional schedule, and about three quarters enrolled in more hours of mathematics than they would have done under a traditional schedule. Of those who enrolled in more hours of mathematics, many enrolled in considerably more.

Students in the First Reform cohort were more likely to enroll in at least one advanced mathematics course than were students using a traditional schedule and curriculum. Further, among students who enrolled in at least one advanced mathematics class, students in the First Reform cohort on average enrolled in more hours of advanced mathematics. This reflects the fact that even though each individual advanced course met for fewer hours under the semestered block schedule, students in the First Reform cohort were more likely to enroll in several advanced mathematics courses than were students using a traditional schedule and curriculum.