

*Prentice Hall Mathematics*  
*Algebra 1*

**National  
Effect Size  
Study**  
**Executive Summary**

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RESEARCH

# Algebra I National Effect-Size Study Executive Summary: An Evaluation of Student Performance of Prentice Hall Users vs. Non-Users

## Background

Prentice Hall retained the services of Gatti Evaluation, Inc., an independent research firm that designs and performs evaluations of the effects of educational programs on student performance, to conduct a large-scale, national study on the impact of Prentice Hall *Algebra I* on student achievement levels.

## Study Design

The quasi-experimental study design examined longitudinal test results of 124 *closely matched* user and non-user districts as a point of comparison across the same time periods and achievement tests. Three states\* were examined as part of the study. Because each state test is unique and measures different standard benchmarks, the analysis measured national percentile ranking (NPR), and percent of students meeting or exceeding state standards.

## Matched Districts

Districts were matched based on the following demographic characteristics

- similar metropolitan location (i.e., urban, suburban, rural)
- enrollment, ethnicity (i.e., percent white/Caucasian school aged children)
- relative wealth (i.e., percent receiving free or reduced priced lunch)
- time period in which the two groups were studied
- methods used to collect outcomes

## Goals

The main goal of the study was to quantify the comparative impact of *Prentice Hall Algebra I* on district Math achievement for 9<sup>h</sup> grade students. The results may be used to answer critical questions for potential users such as:

- How likely are school districts that adopt Prentice Hall *Algebra I* to see immediate gains in Math achievement on state sponsored norm referenced and criterion referenced tests?
- Are districts that adopt Prentice Hall *Algebra I* as likely or more likely to see achievement gains as similar non-users districts?

## Results

Overall, Prentice Hall *Algebra I* users outperformed their counter parts 59% of the time in pre- to post-implementation achievement level point gains, and 56% of the time for students meeting or exceeding state standards after one or more years of implementation.

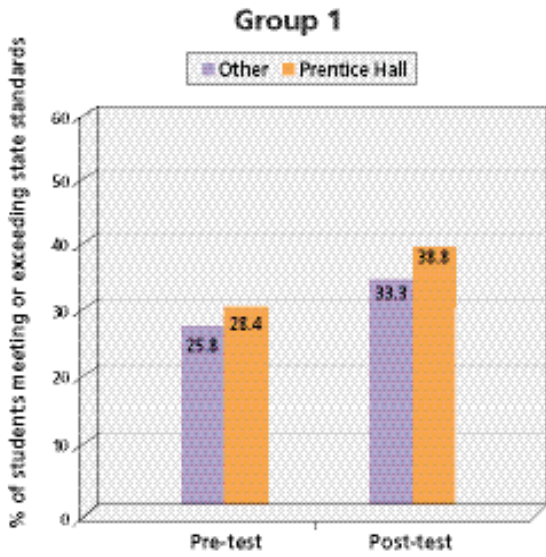
If these results are generalizable, they indicate:

- Districts adopting Prentice Hall *Algebra I* are likely to see immediate gains in math achievement outcomes.
- Districts adopting *Prentice Hall Algebra I* are as likely or more likely to see statistically significant achievement gains as similar non-user districts.

Research indicates: Prentice Hall *Algebra I* is bringing more students up to state standards and increasing district rankings.

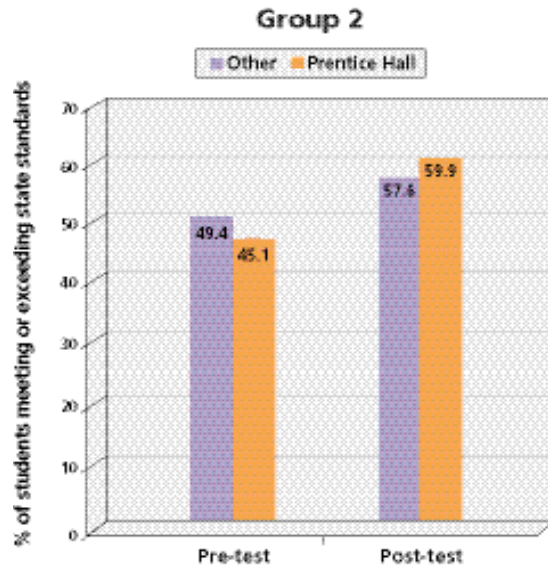
\*States included in the study: MS, TX, VA

# ALGEBRA I NATIONAL EFFECT-SIZE STUDY HIGHLIGHTS



	<i>Other</i>	<i>PH</i>
Enrollment	24,500	32,163
Hispanic	99%	97%
African Am.	0%	0%
Caucasian	<1%	3%
Asian	<1%	0%
Poverty	49%	32%
<b>Net Increase</b>	<b>29%</b>	<b>36%</b>

	<i>Other</i>	<i>PH</i>
Enrollment	6,300	8,450
Hispanic	27%	25%
African Am.	32%	32%
Caucasian	40%	42%
Asian	1%	1%
Poverty	32%	24%
<b>Net Increase</b>	<b>16.6%</b>	<b>30%</b>



	<i>Other</i>	<i>PH</i>
Enrollment	48,500	58,000
Hispanic	40%	55%
African Am.	37%	33%
Caucasian	9%	9%
Asian	15%	3%
Poverty	22%	25%
<b>Net Increase</b>	<b>43.6%</b>	<b>77.5%</b>

