



The Algebra Solution to Mathematics Reform: Completing the Equation

Frances R. Spielhagen

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How can we increase mathematics achievement among all students? This book provides a straightforward explanation of how changing mathematics tracking policies to provide algebra instruction to all students by at least eighth grade can bring about changes in both student achievement and teacher performance.

Spielhagen chronicles the success of a large school district that changed the way mathematics was delivered and increased success rates across all populations. Featuring interviews with students and teachers, the author shows how all stakeholders were brought into the process of changing policy from the ground up. Offering a model for success that can be replicated by other districts, this resource:

- Provides a comprehensive account of how mathematics policy that evolved in the United States over the last century has resulted in low math literacy among our population.
- Addresses the recommendations and counterpoints to the report of the National Mathematics Panel (2009).
- Includes real-life examples of how stakeholders responded to the policy change that revolutionized mathematics instruction in their district.

Frances R. Spielhagen is associate professor of education and director of the Center for Adolescent Research and Development at Mount Saint Mary College, Newburgh, New York.

“Offers an ‘elegant solution’ to a compelling problem in American society that has global implications: Who should study algebra and when? The best-practices approach should be required reading for pre-service and in-service educators and administrators alike. Readers will recognize that preparing students to learn algebra by 8th grade is as much a right as learning to read. It is a right upon which our future depends.”

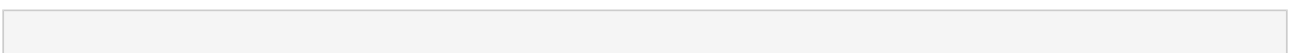
—**Susan G. Assouline**, Professor of School Psychology, Associate Director, The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, The University of Iowa

“Frances Spielhagen’s book offers a thoughtful and detailed response to one of the most important questions of our time—should all students take algebra in 8th grade? With impressive and thorough research, the author considers issues of teaching and learning, as well as curriculum and policy. For all those who care about the mathematical future of our nation’s children, this book is a must read.”

—**Jo Boaler**, Professor of Mathematics Education, Stanford University, The School of Education

“In *The Algebra Solution to Mathematics Reform*, Frances R. Spielhagen shows vividly and precisely how a public school system teaches children to master mathematics skills early—culminating in 8th grade algebra, a critical subject for high school graduation and college admission. Spielhagen’s book precisely demonstrates how to improve real sequential learning for students from the early grades to high school graduation, and successfully into college and life. Thus, this vital book has implications for instruction in all academic subjects, providing a living model for continuity and improvement of student learning.”

—**Bruce S. Cooper**, Professor, Graduate School of Education, Fordham University



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