

*Data Analysis: Documents and Key Informants*

Research question vi states:

- vi. According to administrators and faculty who assumed critical responsibilities for implementing the shift to a semestered block schedule and reform-based mathematics curriculum, what school administrative policies and what unique aspects of the school and community affected mathematics course enrollment and mathematics achievement under the new schedule and curriculum?

Data collected from policy documents and key informants was sought in order to describe the key administrative and curricular decisions, as well as other variables that may have contributed to differences between the Traditional and Experimental cohorts in mathematics course-taking or in algebra achievement. Information gathered about these topics was used to inform the discussion in Chapter 5 of this study.

In addition to providing information to address the sixth research question, key informants also provided details about specific course content. This information was used to analyze student opportunity to learn specific topics of interest identified in the fine-grained analysis of specific skills within the Algebra Achievement test.