

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: Adoption—Proposed Revision of Oregon Mathematics Graduation Requirements

Date: January 21, 2015

Staff/Office: Dawne Huckaby, Mark Freed, Jennell Ives, ISSA-1

Action Requested: Informational Only First Reading Adoption/Consent
Agenda

ISSUE BEFORE THE BOARD: Revising of the state graduation requirements in mathematics (OAR 581-022-1130 (6)(a)(B)) to provide greater clarity to content expectations within high school course sequencing, and encourage innovative pathways that prepare all Oregon students for career and college.

BACKGROUND:

The State Board of Education has the responsibility of prescribing required or minimum courses of study for Oregon students (ORS 326.051). Current graduation requirements include a minimum of 24 credits including 3 credits for mathematics (ORS 329.451 (2)).

Specific language for current mathematics requirements found in OAR 581-022-1130 (6)(a)(B) is: *“Mathematics —3 (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I)”*. The language found in the current mathematics graduation requirement has proven problematic since the content of the requirement identify a specific course sequence rather than content expectations for Oregon students. As a consequence, the current wording of the mathematics graduation requirement implies traditional high school course sequencing, and does not encourage the development of innovative pathways to help all students prepare for entry level post-secondary mathematics.

This year, mathematics instructional materials were reviewed and districts will be looking to implement new programs in the Fall 2016. Greater clarity around the content expectations of our graduation requirements will help district staff better align courses to college and career expectations as new instructional material programs are adopted.

STAFF RECOMMENDATION:

- ODE Staff recommends the formation of a state-wide mathematics content panel that includes secondary and post-secondary staff to:
 - Identify the Oregon mathematics content standards that prepare students for post-secondary mathematics within the first two high school mathematics credits.
 - Develop a policy document for districts identifying how a variety of third credit options could be developed to meet the needs of all Oregon students.
- The mathematics content panel would also recommend wording to clarify OAR 581-022-1130 (6)(a)(B) that would be proposed to the board by the end of the 2015-16 school year.

POLICY QUESTIONS:

3.e

- What considerations should the panel consider as they identify content in the first two math credits?
- What consideration should the panel consider around guidance within third credit requirements?