Oregon Mathways Initiative

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| Issues | Strategy | Activities and Outputs | Outcomes |
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| * About a third of high school students meet mathematics standards
* Achievement gaps in in mathematics
* Only one pathway to high school graduation that culminates with Calculus, which is not relevant to most students’ learning and career goals
* Focus of mathematics instruction is courses, not content
* Culture of mathematics based on the assumption that students cannot be self-directed, lifelong problem-solvers in mathematics
* Secondary teachers lack professional development and resources to shift the culture of mathematics pedagogy
* Lack of alignment across secondary and postsecondary mathematics standards and content
* Inequitable representation of girls, students of color, and English learners in high-wage, high-demand careers
 | Reimagine secondary mathematics standards and create multiple math pathways  | * Conduct environmental scan of current pathway options in mathematics, and innovative practices in high school and post-secondary institutions
* Engage stakeholders in the process of reimagining high school math standards by 2020 and designing multiple secondary math pathways
* Maintain an ongoing dialogue among and with stakeholders on shifts in mathematics standards, pedagogy, and culture
 | Increase the number/percentage and equitable representation of students who * Meet high school graduation requirements in math
* Enroll and succeed in advanced mathematics content
* Achieve on-time graduation

Increase the number/percentage of secondary mathematics teachers who achieve meaningful student growth in academic and social-emotional learning outcomes  |
| Mathematics pedagogy | * Provide professional development and resources to ensure mathematics pedagogy is engaging, rigorous, relevant, and culturally responsive
* Incorporate research and lessons learned in professional learning opportunities for high school mathematics educators
* Identify math innovations and conduct pilot projects e.g., Math in Real Life
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| Self-directed learning, problem- solving, and critical thinking | * Institutionalize a culture of mathematics that expects each and every secondary student will be a lifelong, self-directed learner who applies critical thinking and problem solving in mathematics
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| System alignment  | * Align high school mathematics standards with pre-K–8 and postsecondary standards
* Provide opportunities for secondary teachers to collaborate with higher education faculty on mathematics curricula and pedagogy
* Agree on expectations of students transitioning to postsecondary education
 | Increase the number/percentage and equitable representation of students who * Transition to credit bearing postsecondary courses
* Are prepared to succeed in high-wage, high- demand careers requiring mathematics content
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| Culture of equity | * Implement strategies to ensure equitable representation of girls, students of color, English learners and traditionally marginalized groups in high-wage, high-demand careers
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**USE FORMATIVE AND SUMMATIVE DATA TO GUIDE DECISIONS AND MEASURE PROGRESS**

Collaboration – Quality Implementation – Monitoring and Support – On-going Evaluation – Data Informed Decision Making