



## COUNCIL OF THE DISTRICT OF COLUMBIA

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WASHINGTON, D.C. 20004

**ZACHARY PARKER**  
COUNCILMEMBER, WARD 5

**COMMITTEE MEMBER**  
Facilities and Family Services  
Health  
Hospital and Health Equity  
Housing  
Transportation and the Environment

May 1, 2024

Nyasha Smith, Secretary  
Council of the District of Columbia  
1350 Pennsylvania Avenue NW  
Washington, DC 20004

Dear Secretary Smith,

Today, I am introducing the Mathematics Education Improvement Amendment Act of 2024. This legislation is co-introduced by Councilmembers Anita Bonds, Christian Henderson, Janeese Lewis George, Brianne Nadeau, Brooke Pinto, and Robert White. Please find enclosed a signed copy of the legislation.

As a former 7th grade mathematics teacher, I know firsthand how vital math is for the success of students and how far the District must go to improve student learning and achievement. School Year 2022-2023 PARCC scores show only 22% of DC students met or exceeded expectations for mathematics standards. There has been increased attention on improving literacy skills among District students—and while that is certainly worthwhile and an effort I support—there, too, needs to be heightened attention on improving math achievement. Research has shown that math skills are highly correlated with later math achievement, reading achievement, and college attendance.<sup>1</sup>

This legislation requires OSSE to establish a task force to research best practices and ways to systematically improve math achievement across Local Education Agencies. The Task Force will submit its report of findings to the Mayor and Council by June 15, 2025. Please contact my Legislative Director, Kendra Wiley, at [kwiley@dccouncil.gov](mailto:kwiley@dccouncil.gov) if you have any questions about this legislation.

Sincerely,


A handwritten signature in black ink that reads "Zachary Parker".

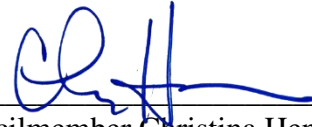
Zachary Parker  
Ward 5 Councilmember


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<sup>1</sup> Jordan N., Kaplan D., Ramineni C., Locuniak M. 2009. Early math matters: Kindergarten number competence and later mathematics outcomes. *Developmental Psychology*, 45(3), 850–867; Duncan, Greg J., Chantelle J. Dowsett, Amy Claessens, Katherine Magnuson, Aletha C. Huston, Pamela Klebanov, Linda S. Pagani, Leon Feinstein, Mimi Engel, and Jeanne Brooks-Gunn. 2007. "School Readiness and Later Achievement." *Developmental Psychology* 43, 6: 1428-1446; Duncan, Greg J., and Katherine Magnuson. 2009. "The Nature and Impact of Early Skills, Attention, and Behavior." Paper presented at the Russell Sage Foundation Conference on Social Inequality and Educational Outcomes, New York City.

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3 Councilmember Janeese Lewis George

  
Councilmember Zachary Parker

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6 Councilmember Christina Henderson

  
Councilmember Robert C. White, Jr.

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11 Councilmember Brianne K. Nadeau

  
Councilmember Brooke Pinto

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15 Councilmember Anita Bonds

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20 A BILL

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25 IN THE COUNCIL OF THE DISTRICT OF COLUMBIA  
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30 To establish a Mathematics Education Task Force and improve mathematics achievement in the  
31 District for students in grades kindergarten through grade 12.  
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33 BE IT ENACTED BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, that this  
34 act may be cited as the “Mathematics Education Improvement Amendment Act of 2024”.

35 Sec. 2. The State Education Office Establishment Act of 2000, effective October 21,  
36 2000 (D.C. Law 13-176; D.C. Official Code § 38-2601 et seq.), is amended by adding a new  
37 section as follows:

38 Sec. 4115. Mathematics Literacy Education Task Force establishment.

39           “(a)(1) Starting no later than December 2, 2024, OSSE shall convene a Task Force of  
40 local and national experts, educators, and representatives in mathematics, which shall be known  
41 as the Mathematics Proficiency Task Force (“Task Force”). The Task Force shall include  
42 representatives from the following District government agencies:

43           “(A) OSSE;

44           “(B) DCPS;

45           “(C) Public Charter School Board;

46           “(D) State Board of Education; and

47           “(E) Deputy Mayor for Education.

48           “(2) The Chairman of the Council shall appoint a Council representative to the  
49 Task Force.

50           “(3) The Task Force shall meet every four weeks until it submits the report  
51 required pursuant to subsection (b) of this section.

52           “(b)(1) The Task Force shall submit a report to the Mayor and Council by June 15, 2025,  
53 identifying actionable steps to improve mathematics instruction and achievement in the District.

54           “(2) The report shall:

55                   “(A) Recommend evidence-informed, high-quality instructional  
56 mathematics teaching materials, curricula, and intervention programs for struggling students.

57                           “(i) For the purposes of this paragraph, “evidence-informed”  
58 means a researched mathematics program or practice, aligned with state standards, that is  
59 associated with improved student achievement outcomes.

60                   “(B) Outline a process to create a state catalogue of educator professional  
61 development and resources focused on foundational mathematics content knowledge.

62                   “(C) Produce a list of vetted and approved “evidence-informed”  
63 curricula and assessments to identify and support students who are at below grade level or  
64 struggling in mathematics at the beginning of the year and monitor the effectiveness of  
65 interventions.

66                   “(D) Recommend intensive training programs for principals and instructional  
67 leaders in elementary, middle, and high schools to grow and accelerate student proficiencies in  
68 mathematics to help students below grade level or struggling in mathematics. The training  
69 programs must:

70                               “(i) Include content aligned with student academic standards;

71                               “(ii) Address standards for mathematical practice;

72                               “(iii) Cultivate mathematical best practices;

73                               “(iv) Share best practices for providing instruction on interventions for  
74 students with disabilities and students who are English language learners; and

75                               “(v) Be available to relevant school-based staff and staff at community-  
76 based organizations.

77

78                   “(E) Outline a process to ensure there is a math coach trained in evidence-based  
79 practices at every school by School Year 2027-2028.

80                   “(F) Recommend systems for notifying the parents or guardians

81 of students below grade level or struggling in mathematics, provide them with a list of  
82 interventions and acceleration strategies to assist with mathematics at home, including a list of  
83 curricula options, referrals for mathematics tutoring, or other intervention opportunities, when  
84 applicable.

85           “(G) Make funding and programmatic recommendations to achieve steps outlined  
86 herein this subsection.”

87           “(c) The Task Force shall not be considered a public body for purposes of the Open  
88 Meetings Act, effective March 31, 2011 (D.C. Law 18-350; D.C. Official Code § 2-571 *et*.  
89 *Seq.*.)”

90           Sec. 3. Fiscal impact statement.

91           The Council adopts the fiscal impact statement of the Budget Director as the fiscal impact  
92 statement required by section 4a of the General Legislative Procedures Act of 1975, approved  
93 October 16, 2006 (120 Stat. 2038; D.C. Official Code § 1-301.47a).

94           Sec. 4. Effective date.

95           This act shall take effect following approval by the Mayor (or in the event of veto by the  
96 Mayor, action by the Council to override the veto), a 30-day period of congressional review as  
97 provided in section 602(c)(1) of the District of Columbia Home Rule Act, approved December  
98 24, 1973 (87 Stat. 813; D.C. Official Code § 1-206.02(c)(1)), and publication in the District of  
99 Columbia Register.