DC MATH TASK FORCE

Recommendations for Evidence-Based Math Instruction in the District of Columbia

Prepared by the DC Math Task Force

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Dr. Antoinette S. Mitchell

LETTER FROM THE STATE SUPERINTENDENT

Dear Colleagues and Community Partners,

It has been an honor for the Office of the State Superintendent of Education (OSSE) to lead the Math Task Force (Task Force) for the District of Columbia. As the state education agency, OSSE is committed to advancing excellence for all students by working collaboratively to improve instruction—both in literacy and in math. The work of the Task Force builds on the momentum of the Early Literacy Education Task Force and recognizes what educators as well as families, community members, and students, have long known: just as strong literacy skills are foundational, a deep understanding of mathematics helps enable students to thrive in school, career, and life.

Established in October 2024, the Math Task Force convened in response to urgent calls for action to improve math achievement District-wide. The cross-sector initiative brought together educators, system leaders, community partners, and national experts to confront long-standing challenges and reimagine how to support students' learning in mathematics. I am deeply grateful to the members of the Task Force who generously shared their time, insight, and expertise throughout this process.

The recommendations presented in this report are the result of one year of research, listening, and thoughtful collaboration. They reflect the Task Force's understanding that meaningful improvement in math instruction requires both bold actions and sustained investment. Among the recommendations are strategies to strengthen math content knowledge and pedagogy for educators, increase alignment in instructional materials, expand access to just-in-time supports, and amplify high-impact practices that lead to student growth.

This work is not only about math—it is about equity, opportunity, and a belief in what DC students can achieve when given the tools and support they deserve. As we look ahead, I urge all education stakeholders across the District to join us in championing these recommendations and commit to the shared responsibility of implementation.

On behalf of OSSE and Mayor Muriel Bowser's administration, I thank each member of the Task Force for their leadership. Together, we have set a strong foundation for the next phase of work—one that will support all students in becoming confident, capable, and empowered mathematicians.

With appreciation,

Dr. Antoinette S. Mitchell
State Superintendent of Education
District of Columbia

EXECUTIVE SUMMARY

The Office of the State Superintendent of Education (OSSE) established the DC Math Task Force to unite stakeholders and leaders from across the city in a shared effort to improve math achievement for all students. Comprised of representatives from District agencies, local education agencies (LEAs), and community stakeholders, the DC Math Task Force was charged with creating a comprehensive, evidence-based plan to ensure all students achieve proficiency in math skills and concepts—preparing them to succeed as critical thinkers and problem-solvers in school and beyond.

The Task Force convened every six weeks throughout the 2024–25 school year for a total of seven sessions. They engaged in a deep review of research, assessment data, national policy, and community input—including survey responses from more than 170 educators, parents, school leaders, and other stakeholders. The feedback underscored the need to strengthen foundational skills, expand access to high-quality resources including training for educators, combat math anxiety among students and educators, and improve communication with families. Guided by these insights, the Task Force identified high-impact strategies in seven key areas to strengthen effective math instruction:

- **Recommendation Area 1:** High-Quality Instructional Materials (HQIM)
- **Recommendation Area 2:** Professional Learning – Evidence-Based Math Instruction Competency
- **Recommendation Area 3:** Professional Learning – Content Knowledge Competency
- **Recommendation Area 4:** Professional Learning – Educator Development and Support
- **Recommendation Area 5:** Diagnostic Assessment and Intervention
- **Recommendation Area 6:** Family and Community Engagement
- **Recommendation Area 7:** Consideration for Integrated Math

To support the work emerging from the Task Force, two subgroups were established: the Instructional Resources Working Group and the Advisory Circle. The Instructional Resources Working Group developed tools and supports aligned to the recommendation areas, and the Advisory Circle engaged community members and national experts to leverage promising practices from across the District and the nation. Together, these groups helped ensure the work remained responsive, transparent, and actionable.

Before the Task Force, OSSE provided LEAs with access to high-quality digital math curricula, professional learning for school leaders and educators, and expanded high-impact tutoring for economically disadvantaged students. This report and the Task Force recommendations build on the foundation of math initiatives currently underway at OSSE and across DC LEAs.

The overall goal of the Task Force and the auxiliary groups was to develop a comprehensive set of strategic recommendations to strengthen math instruction across the District and ensure all students are provided a high-quality math education.

INTRODUCTION

As the state education agency for the District of Columbia, OSSE is responsible for ensuring that all DC students are provided with high-quality and evidence-based math instruction. The 2023-24 school year administration of the DC Comprehensive Assessments of Progress in Education (DC CAPE) demonstrated that only 22.8 percent of students are meeting or exceeding expectations in math. Although this is a slight increase over results from the prior year, these data indicated the urgent need for targeted cross-sector collaboration to accelerate math achievement, prompting OSSE to establish the DC Math Task Force. The diverse body of educators, school and government leaders, and community representatives Appendix A) was charged with developing a comprehensive set of recommendations to transform and accelerate math teaching and learning across the District. Grounded in evidence and informed by extensive community and national engagement, the Task Force represents a significant step towards ensuring that all students are prepared for academic success and future careers.

This report outlines a set of comprehensive recommendations addressing high-quality instruction materials (HQIM), professional learning (PL), assessment and intervention, family engagement, and high school math pathways. This report proposes strategies for a phased implementation approach, seeking to meet the math educational needs of leaders, educators, and students across the District.

MATH EDUCATION TASK FORCE

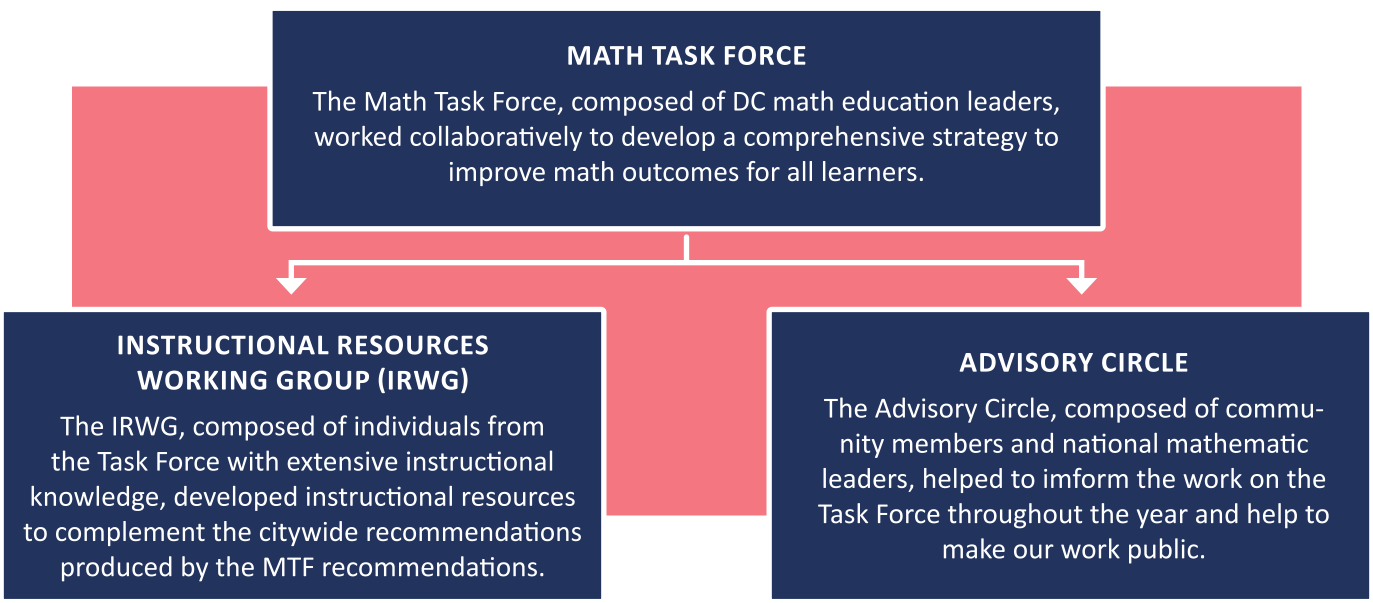
The composition of the Task Force included representatives from the following District government agencies:

- Office of the State Superintendent of Education (OSSE)
- District of Columbia Public Schools (DCPS)
- DC Public Charter School Board (PCSB)
- DC State Board of Education (SBOE)
- Office of the Deputy Mayor for Education (DME)
- Council of the District of Columbia

Between October 2024 and June 2025, the Task Force came together during seven sessions to develop, review, and refine the recommendations outlined in this report. Through deep exploration of the challenges associated with implementing a robust math education, the Task Force engaged in thoughtful discussions to craft recommendations that will serve as a baseline to support all DC students in attaining the skills, confidence, and curiosity to thrive as mathematicians.

To develop the recommendations, the Task Force leveraged members' expertise, alongside research and promising practices from external sources. Members examined legislation and initiatives from other states with similar programs and conducted a survey to gather input from local stakeholders. Each recommendation put forth in this report is designed to be evidence-based, aligned with the needs of the District, and meet the Task Force's charge to establish a comprehensive and actionable mathematics plan for DC.

To further support the effort, the Task Force created two auxiliary groups: the Instructional Resources Working Group (IRWG) and the Advisory Circle.



The IRWG, composed of selected Task Force members with instructional expertise, began work in February 2025 to develop resources and instructional tools aligned to the Task Force Recommendation Areas on high-quality instructional materials and professional learning (see Appendix B). The group met every two to four weeks to review, create, and adapt existing resources. The group will continue to convene as the recommendations indicate a need for aligned resources and tools.

The Advisory Circle, composed of community members and national mathematics leaders, convened three times between February and July 2025 to offer insight and feedback on Task Force's work and ultimately, on the final recommendations presented here (see Appendix C).

STAKEHOLDER SURVEY

The DC Math Survey gathered 176 responses from a diverse group of stakeholders. Task Force members shared the survey with their networks and OSSE hosted the survey on its website, publicizing the opportunity via social media and local educational newsletters and organizations. Approximately half of the respondents were educators and approximately one third were parents or caregivers. The remaining responses represented school and District leaders or other local community members. The survey responses highlighted several key recommendations for areas for growth in math education across the District. Respondents emphasized:

- The importance of strengthening foundational math skills to support student success as they enter high school math;
- That building confidence, reducing math anxiety, and helping students feel more engaged and capable in their learning is just as critical as learning math content;
- That consistent attendance is crucial in maintaining progress, with suggestions for ways to support students in staying on track and engaging with school communities that included expanding access to tutoring and intervention programs and ensuring universal access to standards-aligned, student-specific supports; and
- Interest in receiving more detailed information about student progress, along with practical strategies to support math skill development at home.

The survey insights informed the Task Force recommendations, ensuring the Task Force's proposals to enhance math education and better support students were aligned to community concerns and conceptions of what is good for District students. For insights into key themes from the survey responses, see Appendix D.

EVIDENCE-BASED MATHEMATICS

Decades of research in cognitive science, mathematics education, and learning theory have provided a strong foundation for understanding how students develop and demonstrate mathematical proficiency. The National Research Council's *Adding It Up* report defines five strands of mathematical proficiency—conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition—highlighting the interconnected skills necessary for success in mathematics (National Research Council, 2001; see Appendix E). Additionally, the Common Core Standards for Mathematical Practice (CCSM) further emphasize critical habits of mind, such as abstract reasoning, precise communication, and real-world application; together, these standards help students develop the thinking skills essential for mathematical expertise (Common Core State Standards Initiative, 2010).

Guided by this research, effective mathematics instruction integrates explicit and systematic teaching that fosters deep understanding and problem-solving abilities. The National Council of Teachers of Mathematics (NCTM) outlines eight essential teaching practices, emphasizing clear learning goals, meaningful discourse, and multiple representations to deepen comprehension (NCTM, 2014; see Appendix F). Educators can use these principles to structure discussions, set focused learning objectives, and employ instructional techniques that support student engagement and mastery of concepts. By emphasizing a balance of conceptual understanding and procedural fluency, educators help students build both confidence and competence in mathematics.

In summary, research affirms that high-quality math instruction is rooted in practices that support deep conceptual understanding, strategic thinking, and student confidence. The integration of these research-based strategies—anchored in cognitive science, standards for mathematical practice, and evidence-based teaching principles—offer a strategic roadmap to help all learners thrive. By committing to these foundational approaches, educators, schools, and systems can cultivate classrooms where students develop the skills and mindsets not only to succeed in mathematics, but to apply mathematical thinking as a tool for navigating the world.

NATIONAL MATH POLICY

States across the country, and countries across the world, have taken diverse approaches to strengthening math education, including implementing policies that foster university partnerships, establishing early intervention programs, mandating equitable selection practices, expanding teacher training, and promoting high-quality curricula. For example:

- Alabama has introduced **early screening and intervention programs** to provide targeted support for struggling math learners before they fall behind (Alabama, 2022).
- Similarly, Kentucky has strengthened math instruction for grades 4-8 by **implementing universal math screeners and expanding professional learning** for educators (Kentucky, 2024).
- Louisiana has also prioritized **evidence-based interventions and teacher training**, reinforcing numeracy-focused instruction for grades 4-8. The state now requires all grade 4-8 mathematics educators to complete an approved numeracy skills instruction course to equip educators with effective strategies to support student learning (Louisiana, 2025). To complement these efforts, Louisiana has developed a **comprehensive set of numeracy professional learning courses for K-12 math educators**, further enhancing instructional practices (Louisiana, 2023). Additionally, statewide collaboration between schools and universities continues to strengthen math education and drive innovation in teaching methods (Louisiana, 2018). Multiple states have taken steps to promote **equitable access to high-quality math education**, such as California's use of data-driven measures for advanced math placement and Tennessee's introduction of summer learning camps and tutoring programs to address pandemic-related learning gaps (California, 2015; Tennessee 2021).

Building and learning from these efforts, OSSE and the Task Force members analyzed these state-level initiatives to develop evidence-based recommendations tailored to the specific needs of DC students and educators.

DC MATH LANDSCAPE

The 2023-24 DC CAPE results[1] highlight the significant need for continued math education improvements in the District. Only 22.8 percent of students District-wide met or exceeded expectations in math, reflecting a 0.7 percentage point increase over the 2022-23 school year. Among elementary students (grades 3-5), 28.4 percent demonstrated proficiency, a slight 0.2 percentage point decline from the previous year. In middle school (grades 6-8), 22.2 percent of students met or exceeded expectations, an encouraging 1.6 percentage point increase over the prior year. Despite a slight improvement, high school math performance continued to underperform, with proficiency rising just 0.4 percentage points to 11.2 percent. However, 25 percent of schools across the District saw an improvement of at least three percentage points in math proficiency, suggesting that some targeted programs are yielding results.

Mayor Bowser, the DC Council, the DC State Board of Education (SBOE), and other key stakeholders have demonstrated a shared commitment to advancing math outcomes in the District. Through strategic investments and partnerships with external stakeholders, OSSE has dedicated federal and local funds to improving math instruction. These efforts focus on equipping educators with effective teaching skills and supporting LEAs in implementing evidence-based practices. One key initiative is the DC Math Teacher Bootcamp. OSSE launched the bootcamp in the spring of 2023, which provided educators across all LEAs with intensive professional learning aimed at improving educator pedagogy and content knowledge. During fiscal years (FY) 2024 and 2025, more than 400 educators participated and engaged in targeted training to deepen their understanding of numeracy development, mathematical reasoning, and vertical coherence of math standards. Elementary educators focused on scaffolding strategies to accelerate learning, while secondary educators focused on instructional routines incorporating supports like sentence frames, visual representations, and multiple entry points for problem-solving to better serve English language learners (EL) students and students with disabilities. With federal funding, educators were awarded incentive payments for their time and dedication to advancing their professional learning.

Beyond the math bootcamps, OSSE invested in Zearn, a digital math curriculum designed to reinforce conceptual understanding and fluency through interactive, adaptive lessons. For school year 2024-25, OSSE provided 36 schools within 16 LEAs with access to Zearn, along with targeted professional learning and implementation support for school leaders and educators. The integration of Zearn in classrooms allowed educators to gain access to real-time student progress tracking, scaffolded instructional tools, and differentiated learning pathways, ensuring students received personalized support to meet their individual learning needs. To date, OSSE continues to offer a range of professional learning opportunities designed to strengthen math instruction and support educators in applying research-based strategies. OSSE offers several courses, all of which are available at no cost to all DC educators on our learning management platform. For example, the *Evidence-Informed Math Course*, offered through a partnership with TNTP, equips educators with scientifically-grounded instructional methods, providing a foundational understanding of how the brain processes mathematical knowledge, memory, and skills. Additionally, the *Unlocking Student Understanding Course* enhances elementary and secondary educators' ability to effectively teach key math content and concepts. This training focuses on developing conceptual understanding, identifying and addressing misconceptions, aligning curricular materials with best practices, and planning differentiated, high-impact instructional experiences that are accessible to all students. The *Planning for Algebra Course* creates a collaborative forum for secondary math leaders to exchange ideas, research, and best practices aimed at increasing student readiness for Algebra I by eighth grade. Through these investments, the District has taken actionable steps to address mathematics challenges and cultivate a strong foundation for academic success.

RECOMMENDATIONS

The following recommendations were determined through the Task Force's collaborative, deliberative work, and they establish a baseline for improving math student outcomes in the District. OSSE, LEAs, schools, educators and families may take additional actions beyond these recommendations.

Furthermore, the Task Force recommendations will require specific vehicles for operation. For recommendations related to technical assistance, professional learning, and resources, OSSE will generally be able to complete these action items as they are directly within the purview of the agency's work. For recommendations that require action items for educators and LEAs, legislation may be required to operationalize these recommendations.

Where applicable, OSSE will leverage local stakeholders and national experts to ensure that resources and trainings created, adopted, or recommended are evidence-based and rooted in the specific needs of the DC community. Additionally, OSSE will seek feedback directly from DC LEAs, educators, and other interested stakeholders to ensure the successful implementation of the Task Force recommendations. All materials and implementation plans will be subject to change based on feedback from key stakeholders and new developments in the latest evidence on effective mathematics instruction.

HIGH-QUALITY INSTRUCTIONAL MATERIALS:

Every moment of student math instruction is an important opportunity to provide meaningful, high-quality learning experiences. A critical enabling condition of strong math instruction is the adoption and implementation of HQIM. OSSE defines HQIM as sequential, comprehensive materials that are evidence-based and aligned with District of Columbia content standards. The Task Force recognizes the importance of HQIM as a critical component of improving math instruction and student outcomes in the District. Therefore, it recommends that all LEAs select, adopt and implement HQIM for math instruction. OSSE will support LEAs with this process by providing guidance and resources.

1. HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

Recommendation 1: The Task Force recommends that all DC LEAs select, adopt, and implement HQIM for grades K-8 and all math courses required for high school graduation.

Recommendation 1.1: The Task Force recommends that LEAs submit to OSSE the names of instructional materials currently being implemented in grades K-8, and math courses required for high school graduation, and that OSSE publish and annually update the list to reflect changes reported by LEAs.

Recommendation 1.2: The Task Force recommends that OSSE create and publish a toolkit for LEAs to use for the adoption and implementation of HQIM, including an evaluation rubric and sample evaluations of curricular materials for grades K-8 and math courses required for high school graduation.

PROFESSIONAL LEARNING:

The Task Force recognizes that classroom educators are the critical lever to ensuring student achievement. To ensure all DC educators are confident and well-prepared to meet the needs of all students, the Task Force recommends professional learning and on-the-job support. Specifically, the Task Force recommends educator competency in evidence-based math instruction and major grade-band content knowledge.

In addition to training, the Task Force recommends that OSSE develop on-the-job supports for educators, including developing and publishing a learning walk tool and launching an instructional leadership cohort. This learning walk tool will be used to align LEAs on expectations for classroom instruction and will serve as a resource for instructional leaders and administrators as they provide targeted professional learning and coaching to educators.

The Task Force recommends that the professional learning recommendations focus on grades K-8 teachers, teachers who teach high school math courses required for graduation, special education teachers, English learner (EL) teachers, instructional coaches, interventionists, and instructional leaders. However, the trainings would be available and accessible to all DC educators. Pre-K, adult education and additional high school math courses may be the focus of additional professional learning opportunities. Furthermore, Educator Preparation Providers (EPPs) play a critical and unique role in the development of math educators in DC. OSSE recognizes the importance of engaging with EPPs about math teacher preparation and commits to continuing this work.

The Task Force further recognizes that OSSE plays a key role in the provision of technical assistance and resources to LEAs. For evidence-based math instruction, OSSE will continue to review and share resources and promising practices to support LEAs.

2. PROFESSIONAL LEARNING: EVIDENCE-BASED MATH INSTRUCTION COMPETENCY

Recommendation 2: The Task Force recommends that all K-12 math teachers, including special education teachers and EL teachers responsible for teaching math, as well as math specialists, instructional coaches, and interventionists, be required to demonstrate competency in evidence-based math instruction.

The Task Force recommends exploring the following pathways for educators to demonstrate competency in evidence-based math instruction:

1. Successful completion of an OSSE-approved, evidence-based math course.
2. Student growth data on a state-wide assessment, or another externally validated source, demonstrating teacher skill.
3. Receipt of a passing score on an OSSE approved, evidence-informed math instruction competency exam.

Recommendation 2.1: The Task Force recommends that OSSE develop or adopt an evidence-based math instruction course.

Recommendation 2.2: The Task Force recommends that OSSE develop and publish a list of high-quality professional learning opportunities for evidence-based math.

Recommendation 2.3: The Task Force recommends requiring LEAs to submit data to OSSE to ensure all K-12 math teachers (including special education teachers responsible for teaching math and EL teachers responsible for teaching math), math specialists, math instructional coaches, and math interventionists demonstrate competency in evidence-based math instruction.

3. PROFESSIONAL LEARNING: CONTENT KNOWLEDGE COMPETENCY

Recommendation 3: The Task Force recommends that all educators teaching math in grades K-8 and educators teaching math courses required for high school graduation in DC demonstrate competency on major grade-band content.

The Task Force recommends that the following pathways be explored for educators to demonstrate competency in grade band content.

1. Successful completion of an OSSE-approved grade band content course.
2. Educator submission of student growth data on a state-wide assessment, or another externally validated source.
3. Receipt of a passing score on a content knowledge competency exam.

Recommendation 3.1: The Task Force recommends that OSSE develop or adopt grade-band content knowledge courses for educators, focusing on grades K-8 and math courses required for high school graduation.

Recommendation 3.2: The Task Force recommends that OSSE develop and publish a list of high-quality professional learning opportunities for grade band content knowledge for grades K-8 and math courses required for high school graduation.

Recommendation 3.3: The Task Force recommends requiring LEAs to submit data to OSSE to ensure that math teachers (including special education teachers responsible for teaching math and EL teachers responsible for teaching math) demonstrate competency in grade-band content knowledge.

4. PROFESSIONAL LEARNING: EDUCATOR DEVELOPMENT AND SUPPORT

Recommendation 4: To provide on-the-job support for math educators, the Task Force recommends that OSSE develop or adopt a non-evaluative observation tool for evidence-based math instruction and pilot a math instructional leader cohort.

Recommendation 4.1: The Task Force recommends that OSSE develop or adopt a non-evaluative observation tool for evidence-based math instruction to provide feedback as part of a cycle of continuous improvement of math instruction.

Recommendation 4.2: The Task Force recommends that OSSE develop and facilitate a math instructional leader cohort focused on key content, pedagogy, and HQIM implementation.

DIAGNOSTIC ASSESSMENT AND INTERVENTION:

Aligning Tier 2 and Tier 3 instruction to daily core instruction is a critical component of academic acceleration. The Task Force recommends that OSSE provide specific guidance for LEAs to better utilize diagnostic assessments and to strengthen math intervention.

5. DIAGNOSTIC ASSESSMENT AND INTERVENTION

Recommendation 5: The Task Force recommends that OSSE provide tools and resources for LEAs to support alignment between math intervention and core instruction.

Recommendation 5.1: The Task Force recommends that OSSE develop or adopt a list of recommended numeracy screeners and a rubric for screener selection.

Recommendation 5.2: The Task Force recommends that OSSE develop or adopt a list of recommended math diagnostic assessments and a rubric for assessment selection, to be used for grades K-8 and math courses required for high school graduation.

Recommendation 5.3: The Task Force recommends that OSSE develop or adopt both a vertical progression resource based on state standards and a guidance resource about what constitutes high-quality math intervention, to be used for grades K-8 and courses required for high school graduation.

FAMILY AND COMMUNITY ENGAGEMENT:

Family members, including parents and caregivers, are their students' first teachers and play a critical role in the development of student math mindsets. The Task Force recommends that the engagement between family members and school teams be strengthened to support math development. The following recommendations should be implemented after OSSE develops HQIM guidance to align the family and community engagement materials with the instructional materials being utilized in schools.

6. FAMILY AND COMMUNITY ENGAGEMENT

Recommendation 6: The Task Force recommends that LEAs meaningfully engage with family members and caregivers about math skill development, student math performance data, and the importance of developing a growth mindset approach to learning math.

Recommendation 6.1: The Task Force recommends that OSSE develop a resource toolkit for LEAs to meaningfully engage families and caregivers around math skill development and positive math mindset development.

Recommendation 6.2: The Task Force recommends that LEAs utilize OSSE-published guidance to notify families and caregivers about student math performance.

INTEGRATED MATH:

The Task Force reviewed and provided feedback on a potential change to the math courses required for graduation. The members of the Task Force were in clear agreement that the number of required math credits for high school graduation should remain at four. The potential inclusion of an Integrated Math course pathway that would combine key topics and concepts from several areas of mathematics was also discussed with the Task Force. The Task Force recommends that OSSE further explore adding Integrated Math as an alternative pathway to meeting the traditional high school math course requirements in order to align with the Task Force's goal of ensuring that all DC students are afforded the coursework needed to succeed in college and career.

7. CONSIDERATION FOR INTEGRATED MATH

Recommendation 7: The Task Force recommends that OSSE explore the pros and cons for adopting an Integrated Math pathway for DC high school students.

Recommendation 7.1: The Task Force recommends that OSSE engage a group of local and national experts to explore a potential Integrated Math pathway and related coursework, including a review of other state examples and state standards.

FURTHER CONSIDERATIONS:

The Task Force recommendations outlined in this report serve as a baseline for strengthening math education in the District. Dependent on organizational capacity and funding, there is opportunity for OSSE and LEAs to go beyond this scope, implementing additional strategies to further strengthen math instruction and student outcomes.

While the Task Force recommendations focus on improving mathematics education from kindergarten through high school, OSSE recognizes the importance of pre-K and adult math education and the potential for expanding these recommendations to these groups in the future. Strengthening early mathematical development will set a strong foundation for lifelong learning, while supporting adult learners ensures broader access to career readiness and financial literacy opportunities. Additionally, the Task Force recommends that DC government, LEAs, educators, and stakeholders continue to invest in research-based interventions, such as High-Impact Tutoring and expanded learning time, to support students in strengthening their math knowledge and skills. Further, the Task Force recommends that OSSE explore providing guidance to DC LEAs on math course scheduling to enable LEAs to take advantage of research-backed information on scheduling, such as length of instructional block or time of day.

CONCLUSION

Recent math results represent a need and a great opportunity for all DC stakeholders to work together to improve student performance in math. The work of the Task Force represents a solid start to that effort. These recommendations reflect citywide collaboration, empirical research, and promising practices from other states aimed at addressing the math instructional practices to equip students with the skills necessary for success in the classroom and beyond. OSSE and the Task Force believe strongly in the power and importance of these recommendations. However, they represent only the beginning of the District's broader responsibility to equitably serve its students. Those engaged in the work understand the commitment to the work and that sustained impact on math outcomes for all DC students will take a sustained commitment from government agencies, LEAs, schools, educators, communities, families and students.

OSSE and the Task Force members believe the recommendations in this report can serve as a call to all DC stakeholders to come together and prioritize math education. Through continued partnership, we can ensure that all the District's students benefit from high-quality curricula, strong and accessible instruction, educators who understand both content and pedagogy and families that are well-equipped to support at home.

Grounded in the universal and unwavering belief that *everyone is a math person*, these recommendations will empower all DC students and educators to become the mathematically proficient thinkers and problem solvers needed to navigate today's world and face a future full of possibility.

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APPENDIX A: MATH TASK FORCE MEMBERS

Yolanda Barber
Mathematics Assessment Specialist
Office of the State Superintendent of Education

Marisa Goldstein
Deputy Chief of Staff and Director of Legislative and Governmental Affairs
Office of the Deputy Mayor of Education

Brandon Best
State Board Member (Ward 6)
DC State Board of Education

Caylah Green
Educator
Jackson-Reed High School
District of Columbia Public Schools

Josh Boots
Executive Director
EmpowerK12

Travis Hartberger
Manager of School Quality and Evaluation
DC Public Charter School Board

Clara Botstein
Chief of Staff
Office of the Deputy Mayor for Education

Rachel Heitin
Instructional Coach
E.L. Haynes PCS

Jennifer Kumi Burkett
Senior Director, STEM
District of Columbia Public Schools

Celina Ketelsen
Director, Academic Excellence and Training
Office of the State Superintendent of Education

Patricia Brantley
Chief Executive Officer
Friendship PCS

Hannah Kozik
Legislative Policy Advisor
Office of Chairman Phil Mendelson
Council of the District of Columbia

Jennifer Briones
Deputy Director of Policy and Research
DC State Board of Education

Elaine Kuriakose
Math Task Force Fellow
Office of the State Superintendent of Education

Jenny Campbell
Instructional Coach
Inspired Teaching Demonstration PCS

Dr. Tamyka Morant
Assistant Principal of Math
Bruce-Monroe Elementary School @ Park View
District of Columbia Public Schools

Gabe Cartagena
Instructional Coach
Roosevelt High School
District of Columbia Public Schools

Miryam Oziel
Mathematics Specialist
Office of the State Superintendent of Education

Jessica Chong-Gonzalez
Director, Secondary Math
District of Columbia Public Schools

Kaila Ramsey Garza
Director Elementary Math and Science
District of Columbia Public Schools

Kathleen Coughlin
Education Standards Specialist
DC State Board of Education

Elizabeth Ross
Assistant Superintendent for Teaching and Learning
Office of the State Superintendent of Education

Angela Das
Deputy Director of Math
Friendship PCS

Emily Costello Strohbeck
Associate Director of Math
Center City PCS

Andrew Gall
Deputy Chief of Staff, Legislative Affairs and Policy
Office of the State Superintendent of Education

Tiffanie Williams
Managing Director of STEM
KIPP DC PCS

APPENDIX B: INSTRUCTIONAL RESOURCES WORKING GROUP MEMBERS

Jenny Campbell

Instructional Coach
Inspired Teaching Demonstration PCS

Kourtney Miller

Assistant Principal
HD Woodson High School
District of Columbia Public Schools

Gabe Cartagena

Instructional Coach
Roosevelt High School
District of Columbia Public Schools

Dr. Tamyka Morant

Assistant Principal of Math
Bruce-Monroe Elementary School @ Parkview
District of Columbia Public Schools

Angela Das

Deputy Director of Math
Friendship PCS

Miryam Oziel

Mathematics Specialist
Office of the State Superintendent of Education

Caylah Green

Educator
Jackson-Reed High School
District of Columbia Public Schools

Kaila Ramsey Garza

Director, Elementary Math and Science
District of Columbia Public Schools

Travis Hartberger

Manager of School Quality and Evaluation
DC Public Charter School Board

Emily Strohbeck

Associate Director of Math
Center City PCS

Rachel Heitin

Instructional Coach
E.L. Haynes PCS

Tiffanie Williams

Managing Director of STEM
KIPP DC PCS

Elaine Kuriakose

Math Task Force Fellow
Office of the State Superintendent of Education

APPENDIX C: ADVISORY CIRCLE MEMBERS

Andrea Aina Data and Academic Manager Mundo Verde Bilingual PCS	**Joleigh Honey** Executive Committee Member Mathematical Sciences Education Board Board Member National Council of Teachers of Mathematics
Jennie Beltramini Deputy Chief Program Office, Math Student Achievement Partners	**Victor Horton** Deputy Director Education Reform Now DC
Raphael Bonhomme Educator School Within Schools @ Goding District of Columbia Public Schools	**Dr. Kelly Ivy** Assistant Professor of Math Education University of the District of Columbia
Zandra de Araujo Director of Mathematics University of Florida Lastinger Center for Learning	**Steven Leinwand** Principal Research Analyst American Institutes for Research
Noah Dougherty Director of Special Projects DC Charter School Alliance	**Alfons I. Prince** Educator Center City PCS
Shannon Holston Chief, Policy & Programs National Council on Teacher Quality	**Dr. Denise Shulz** Professional Learning & Implementation Specialist Charles A. Dana Center, University of Texas at Austin

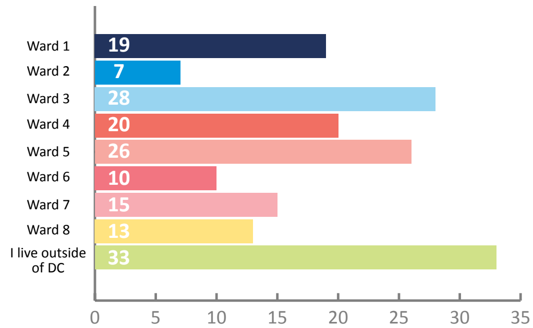
*The members listed attended two or more meetings.

APPENDIX D: MATH TASK FORCE STAKEHOLDER SURVEY RESULTS

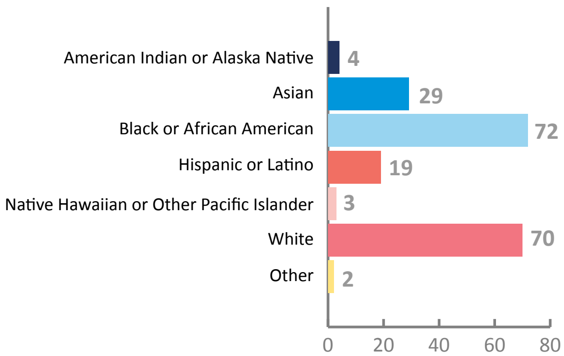
As one of its initial actions, the Task Force prioritized gathering input from community stakeholders on math education across the District by conducting the DC Math Stakeholder Survey. This survey aimed to collect valuable insights from educators, school administrators, instructional coaches, family members and community members who have a deep investment in improving math education. By deploying the survey, the Task Force sought to better understand stakeholders' and residents' unique perspectives, concerns, and aspirations regarding math instruction within the District. The resulting data played a key role in shaping the recommendations presented in this report.

The survey was hosted on OSSE's website from April 25 through June 18, 2025. Survey respondents were able to participate anonymously, and the survey was offered in Spanish to increase accessibility. A total of 176 respondents completed the DC Math Stakeholder Survey.

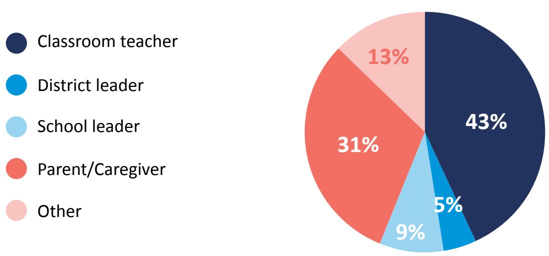
1. **All Respondents:** In what ward do you live?



2. **All Respondents:** What is your race/ethnicity?



3. **All Respondents:** What is your primary role?



4. **Classroom Teacher/School Leader/District Leader:** What assistance and resources would help you to better support your students' understanding and achievement in math?

SAMPLE OF RESPONSES:

- Access to specialized professional development
- Collaborative and optimized planning time
- Tutoring programs for students
- Support from math specialist and coaches
- High-quality math resources, instructional alignment, and instructional autonomy
- Resources to help families support students at home
- Opportunities for targeted learning through intervention blocks
- Programs designed to boost student confidence and reduce math anxiety

5. **All Respondents:** What are some of the challenges your students face in learning math?

SAMPLE OF RESPONSES:

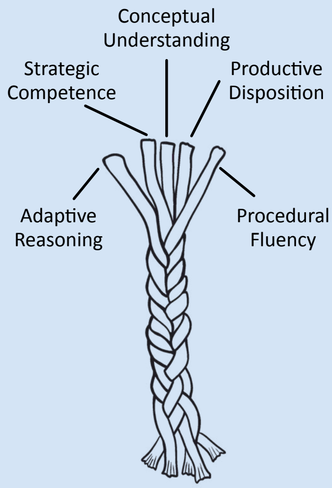
- Lack of foundational math skills
- Chronic absenteeism
- Math Anxiety and Low Confidence
- Many students rely on memorization rather than grasping the meaning behind mathematical operations and relationships
- Variability in parental involvement affects students' ability to practice and reinforce learning outside of school
- Struggles with reading impact students' ability to understand word problems and complex mathematical instructions.
- Students need more opportunities to apply mathematical reasoning beyond rote calculations.
- Policies allowing students to pass despite failing key assessments contribute to foundational gaps.
- Limited access to tutoring and extra help
- Some educators need stronger training in math content, vertical alignment, and instructional strategies

6. **Parent/Caregiver:** What can your school do to help you better support your child's math learning at home?

SAMPLE OF RESPONSES:

- Offer structured digital tools, including homework helpers, math games, and instructional resources for at-home learning
- Share tips with families to support math practice through family math nights, printed materials, and hands-on activities
- Consistent tutoring and intervention
- Effective communication between schools and families on student progress and grade-level expectations
- Advanced learning opportunities
- Ensure uniform grading policies, lesson structures, and teacher responsiveness to support student success
- Integrate practical math skills into instruction, such as budgeting and financial literacy, to enhance student engagement

APPENDIX E: FIVE STRANDS OF MATHEMATICAL PROFICIENCY



Source: National Research Council. (2001). Adding it up: Helping children learn mathematics. National Academies Press.

APPENDIX F: EIGHT ESSENTIAL TEACHING PRACTICES

The National Council of Teachers of Mathematics (NCTM), has identified eight essential teaching practices

Mathematics Teaching Practices
Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

APPENDIX G: RECOMMENDATIONS BY PHASE

OVERVIEW OF PHASE 1		*Task already started | No action in this phase
	RECOMMENDATIONS	PHASE 1
HQIM	**Recommendation 1.1:** The Task Force recommends that LEAs submit to OSSE the names of instructional materials currently being implemented in grades K-8, and math courses required for high school graduation, and that OSSE publish and annually update the list to reflect changes reported by LEAs.	*OSSE would create a process and guidance for LEAs to submit curricular materials to OSSE.
	Recommendation 1.2: The Task Force recommends that OSSE create and publish a toolkit for LEAs to use for the adoption and implementation of HQIM, including an evaluation rubric and sample evaluations of curricular materials for grades K-8 and math courses required for high school graduation.	*OSSE would create and publish a toolkit for high-quality instructional materials adoption and implementation, including a rubric for high-quality instructional materials selection.
Professional Learning	**Recommendation 2.1:** The Task Force recommends that OSSE develop or adopt an evidence-based math instruction course.	*OSSE would develop or adopt an evidence-based math instruction course.
	Recommendation 2.2: The Task Force recommends that OSSE develop and publish a list of high-quality professional learning opportunities for evidence-based math.	OSSE would review and evaluate high-quality professional learning opportunities for evidence-based math.
	Recommendation 2.3: The Task Force recommends requiring LEAs to submit data to OSSE to ensure all K-12 math teachers (including special education teachers responsible for teaching math and EL teachers responsible for teaching math), math specialists, math instructional coaches, and math interventionists demonstrate competency in evidence-based math instruction.	OSSE would explore and finalize the pathways for educators to demonstrate evidence-based math instruction competency.
	Recommendation 3.1: The Task Force recommends that OSSE develop or adopt grade band content knowledge courses for educators, focusing on grades K-8 and math courses required for high school graduation.	OSSE would develop or adopt a grade band content knowledge course for educators, focusing on grades K-5 and release it on the OSSE LMS.
	Recommendation 3.2: The Task Force recommends that OSSE develop and publish a list of high-quality professional learning opportunities for grade band content knowledge for grades K-8 and math courses required for high school graduation.	OSSE would evaluate high-quality professional learning opportunities for grade band content knowledge for grades K-5 and publish an approved list.
	Recommendation 3.3: The Task Force recommends requiring LEAs to submit data to OSSE to ensure that math teachers (including special education teachers responsible for teaching math and EL teachers responsible for teaching math) demonstrate competency in grade-band content knowledge.	OSSE would explore and finalize the pathways for educators to demonstrate grade band content knowledge.
	Recommendation 4.1: The Task Force recommends that OSSE develop or adopt a non-evaluative observation tool for evidence-based math instruction to provide feedback as part of a cycle of continuous improvement of math instruction.	*OSSE would develop or adopt an observation tool for evidence-based math instruction.
	Recommendation 4.2: The Task Force recommends that OSSE develop and facilitate a math instructional leader cohort focused on key content, pedagogy and HQIM implementation.	*The start of recommendation 4.2 is contingent upon phase 1 of recommendations 1.2, 2.1 and 4.1.*

OVERVIEW OF PHASE 1		*Task already started | No action in this phase
	RECOMMENDATIONS	PHASE 1
Assessment & Intervention	**Recommendation 5.1:** The Task Force recommends that OSSE develop or adopt a list of recommended numeracy screeners and a rubric for screener selection.	OSSE would engage with local and national experts and stakeholders to explore and evaluate a variety of numeracy screeners.
	Recommendation 5.2: The Task Force recommends that OSSE develop or adopt a list of recommended math diagnostic assessments and a rubric for assessment selection, to be used for grades K-8 and math courses required for high school graduation.	OSSE would engage with local and national experts and stakeholders to explore and evaluate a variety of diagnostic assessments.
	Recommendation 5.3: The Task Force recommends that OSSE develop or adopt both a vertical progression resource based on state standards and a guidance resource about what constitutes high-quality math intervention, to be used for grades K-8 and courses required for high school graduation.	OSSE would develop or adopt a vertical progression document for grades K-8 and math courses required for high school graduation.
Family Engagement	**Recommendation 6.1:** The Task Force recommends that OSSE develop a resource toolkit for LEAs to meaningfully engage families and caregivers around math skill development and positive math mindset development.	*OSSE would develop or adopt a resource toolkit for family engagement for grades PreK-3.
	Recommendation 6.2: The Task Force recommends that LEAs utilize OSSE-published guidance to notify families and caregivers about student math performance	OSSE would develop best practices and resources for notifying families and caregivers about student math performance and how to interpret student data. Resources would include a recommended cadence for family notification.
Integrated Math	**Recommendation 7.1:** The Task Force recommends that OSSE engage a group of local and national experts to explore a potential Integrated Math pathway and related coursework, including a review of other state examples and state standards.	OSSE would engage a group of local and national experts to explore an Integrated Math pathway that may include Algebra I, Geometry and Algebra II content.

OVERVIEW OF PHASE 2		*Task already started | No action in this phase
	RECOMMENDATIONS	PHASE 2
HQIM	**Recommendation 1.1:** The Task Force recommends that LEAs submit to OSSE the names of instructional materials currently being implemented in grades K-8, and math courses required for high school graduation, and that OSSE publish and annually update the list to reflect changes reported by LEAs.	*OSSE would collect curricular materials information from LEAs and publish a list on the OSSE website.
HQIM	**Recommendation 1.2:** The Task Force recommends that OSSE create and publish a toolkit for LEAs to use for the adoption and implementation of HQIM, including an evaluation rubric and sample evaluations of curricular materials for grades K-8 and math courses required for high school graduation.	OSSE would update the toolkit by leveraging the HQIM rubric to evaluate a set of commonly used high-quality instructional materials for grades K-8 and math courses required for high school graduation.
Professional Learning	**Recommendation 2.1:** The Task Force recommends that OSSE develop or adopt an evidence-based math instruction course.	OSSE would pilot the evidence-based math instruction course and review feedback from the pilot group to make updates as needed.
Professional Learning	**Recommendation 2.2:** The Task Force recommends that OSSE develop and publish a list of high-quality professional learning opportunities for evidence-based math.	OSSE would publish a list of approved high-quality professional learning opportunities for evidence-based math along with the selection criteria.
Professional Learning	**Recommendation 2.3:** The Task Force recommends requiring LEAs to submit data to OSSE to ensure all K-12 math teachers (including special education teachers responsible for teaching math and EL teachers responsible for teaching math), math specialists, math instructional coaches, and math interventionists demonstrate competency in evidence-based math instruction.	LEAs would submit data on grades K-5 math teacher, K-12 special education teacher and K-12 English Learner teacher competency in evidence-based math instruction.
Professional Learning	**Recommendation 3.1:** The Task Force recommends that OSSE develop or adopt grade band content knowledge courses for educators, focusing on grades K-8 and math courses required for high school graduation.	OSSE would develop or adopt a grade band content knowledge course for educators, focusing on grades 6-8 and release it on the OSSE LMS.
Professional Learning	**Recommendation 3.2:** The Task Force recommends that OSSE develop and publish a list of high-quality professional learning opportunities for grade band content knowledge for grades K-8 and math courses required for high school graduation.	OSSE would evaluate high-quality professional learning opportunities for grade band content knowledge for grades 6-8 and publish an approved list.
Professional Learning	**Recommendation 3.3:** The Task Force recommends requiring LEAs to submit data to OSSE to ensure that math teachers (including special education teachers responsible for teaching math and EL teachers responsible for teaching math) demonstrate competency in grade-band content knowledge.	LEAs would submit data on grades K-5 math teacher, special education teacher and English Learner teacher competency in grade band content.
Professional Learning	**Recommendation 4.1:** The Task Force recommends that OSSE develop or adopt a non-evaluative observation tool for evidence-based math instruction to provide feedback as part of a cycle of continuous improvement of math instruction.	*OSSE would work with LEAs to pilot the observation tool and train educators and school administrators on the cycle of continuous improvement of math instruction.
Professional Learning	**Recommendation 4.2:** The Task Force recommends that OSSE develop and facilitate a math instructional leader cohort focused on key content, pedagogy and HQIM implementation.	OSSE would work with local and national experts to develop a professional learning series for instructional coaches focusing on content, instructional practices and coaching within the scope of the observation tool.

OVERVIEW OF PHASE 2		*Task already started | No action in this phase
	RECOMMENDATIONS	PHASE 2
Assessment & Intervention	**Recommendation 5.1:** The Task Force recommends that OSSE develop or adopt a list of recommended numeracy screeners and a rubric for screener selection.	OSSE would publish a list of recommended numeracy screeners, a rubric for selection and guidance for using screeners.
Assessment & Intervention	**Recommendation 5.2:** The Task Force recommends that OSSE develop or adopt a list of recommended math diagnostic assessments and a rubric for assessment selection, to be used for grades K-8 and math courses required for high school graduation.	OSSE would publish a list of recommended math diagnostic assessments, a rubric for selection and accompanying guidance.
Assessment & Intervention	**Recommendation 5.3:** The Task Force recommends that OSSE develop or adopt both a vertical progression resource based on state standards and a guidance resource about what constitutes high-quality math intervention, to be used for grades K-8 and courses required for high school graduation.	OSSE would publish guidance on how to leverage the vertical progression document to support math intervention.
Family Engagement	**Recommendation 6.1:** The Task Force recommends that OSSE develop a resource toolkit for LEAs to meaningfully engage families and caregivers around math skill development and positive math mindset development.	OSSE would update the toolkit to include resources for LEAs to host family math night for grades PreK-3.
Family Engagement	**Recommendation 6.2:** The Task Force recommends that LEAs utilize OSSE-published guidance to notify families and caregivers about student math performance	LEAs would notify families of student performance at the recommended cadence, using OSSE-provided resources and submit notification data to OSSE.
Integrated Math	**Recommendation 7.1:** The Task Force recommends that OSSE engage a group of local and national experts to explore a potential Integrated Math pathway and related coursework, including a review of other state examples and state standards.	*Potential*: Based on the outcomes of the Integrated Math panel, OSSE would develop a scope and sequence for Integrated Math coursework.

OVERVIEW OF PHASE 3		*Task already started | No action in this phase
	RECOMMENDATIONS	PHASE 3
HQIM	**Recommendation 1.1:** The Task Force recommends that LEAs submit to OSSE the names of instructional materials currently being implemented in grades K-8, and math courses required for high school graduation, and that OSSE publish and annually update the list to reflect changes reported by LEAs.	OSSE would continue to collect curricular materials information from LEAs on an annual basis and update the list on the OSSE website to reflect these updates.
HQIM	**Recommendation 1.2:** The Task Force recommends that OSSE create and publish a toolkit for LEAs to use for the adoption and implementation of HQIM, including an evaluation rubric and sample evaluations of curricular materials for grades K-8 and math courses required for high school graduation.	OSSE would review the toolkit and make updates as needed, including additional supports for HQIM implementation.
Professional Learning	**Recommendation 2.1:** The Task Force recommends that OSSE develop or adopt an evidence-based math instruction course.	OSSE would release the evidence-based math instruction course on the OSSE LMS for all K-12 math teachers, including special education teachers, English Learner teachers responsible for teaching math, math specialists, instructional coaches and interventionists.
Professional Learning	**Recommendation 2.2:** The Task Force recommends that OSSE develop and publish a list of high-quality professional learning opportunities for evidence-based math.	OSSE would review and update the list of professional learning opportunities as appropriate.
Professional Learning	**Recommendation 2.3:** The Task Force recommends requiring LEAs to submit data to OSSE to ensure all K-12 math teachers (including special education teachers responsible for teaching math and EL teachers responsible for teaching math), math specialists, math instructional coaches, and math interventionists demonstrate competency in evidence-based math instruction.	LEAs would submit data on grades 6-8 math teacher, math specialist, instructional coach and interventionist competency in evidence-based math instruction.
Professional Learning	**Recommendation 3.1:** The Task Force recommends that OSSE develop or adopt grade band content knowledge courses for educators, focusing on grades K-8 and math courses required for high school graduation.	OSSE would develop or adopt a content knowledge course for educators, focusing on math courses required for high school graduation and release it on the OSSE LMS.
Professional Learning	**Recommendation 3.2:** The Task Force recommends that OSSE develop and publish a list of high-quality professional learning opportunities for grade band content knowledge for grades K-8 and math courses required for high school graduation.	OSSE would evaluate high-quality professional learning opportunities for grade band content knowledge for math courses required for high school graduation and publish an approved list.
Professional Learning	**Recommendation 3.3:** The Task Force recommends requiring LEAs to submit data to OSSE to ensure that math teachers (including special education teachers responsible for teaching math and EL teachers responsible for teaching math) demonstrate competency in grade-band content knowledge.	LEAs would submit data on grades 6-8 math teacher, special education teacher and English Learner teacher competency in grade band content.
Professional Learning	**Recommendation 4.1:** The Task Force recommends that OSSE develop or adopt a non-evaluative observation tool for evidence-based math instruction to provide feedback as part of a cycle of continuous improvement of math instruction.	-----
Professional Learning	**Recommendation 4.2:** The Task Force recommends that OSSE develop and facilitate a math instructional leader cohort focused on key content, pedagogy and HQIM implementation.	OSSE would partner with LEAs to identify selection criteria, select cohort members and pilot a math instructional coaching cohort with K-5 math coaches.

OVERVIEW OF PHASE 3		*Task already started | No action in this phase
	RECOMMENDATIONS	PHASE 3
Assessment & Intervention	**Recommendation 5.1:** The Task Force recommends that OSSE develop or adopt a list of recommended numeracy screeners and a rubric for screener selection.	OSSE would review and update the list of numeracy screeners as needed and explore adding recommended screeners for pre-K.
Assessment & Intervention	**Recommendation 5.2:** The Task Force recommends that OSSE develop or adopt a list of recommended math diagnostic assessments and a rubric for assessment selection, to be used for grades K-8 and math courses required for high school graduation.	OSSE would review and update the list of diagnostic assessments as needed and explore adding recommended diagnostic assessments for pre-K.
Assessment & Intervention	**Recommendation 5.3:** The Task Force recommends that OSSE develop or adopt both a vertical progression resource based on state standards and a guidance resource about what constitutes high-quality math intervention, to be used for grades K-8 and courses required for high school graduation.	OSSE would publish guidance about what constitutes high-quality math intervention.
Family Engagement	**Recommendation 6.1:** The Task Force recommends that OSSE develop a resource toolkit for LEAs to meaningfully engage families and caregivers around math skill development and positive math mindset development.	OSSE would review and update the resource toolkit for family engagement for grades PreK-3 and add corresponding resources for grades 3-5.
Family Engagement	**Recommendation 6.2:** The Task Force recommends that LEAs utilize OSSE-published guidance to notify families and caregivers about student math performance	OSSE would review and update the best practices for notifying families and caregivers as needed.
Integrated Math	**Recommendation 7.1:** The Task Force recommends that OSSE engage a group of local and national experts to explore a potential Integrated Math pathway and related coursework, including a review of other state examples and state standards.	*Potential*: Based on the outcomes of the Integrated Math panel, OSSE would develop Integrated Math standards.

	OVERVIEW OF PHASE 4	*Task already started | No action in this phase
	RECOMMENDATIONS	PHASE 4
HQIM	**Recommendation 1.1:** The Task Force recommends that LEAs submit to OSSE the names of instructional materials currently being implemented in grades K-8, and math courses required for high school graduation, and that OSSE publish and annually update the list to reflect changes reported by LEAs.	-----
HQIM	**Recommendation 1.2:** The Task Force recommends that OSSE create and publish a toolkit for LEAs to use for the adoption and implementation of HQIM, including an evaluation rubric and sample evaluations of curricular materials for grades K-8 and math courses required for high school graduation.	-----
Professional Learning	**Recommendation 2.1:** The Task Force recommends that OSSE develop or adopt an evidence-based math instruction course.	OSSE would evaluate the courses and make updates as needed.
Professional Learning	**Recommendation 2.2:** The Task Force recommends that OSSE develop and publish a list of high-quality professional learning opportunities for evidence-based math.	-----
Professional Learning	**Recommendation 2.3:** The Task Force recommends requiring LEAs to submit data to OSSE to ensure all K-12 math teachers (including special education teachers responsible for teaching math and EL teachers responsible for teaching math), math specialists, math instructional coaches, and math interventionists demonstrate competency in evidence-based math instruction.	LEAs would submit data on grades 9-12 math teacher competency in evidence-based math instruction.
Professional Learning	**Recommendation 3.1:** The Task Force recommends that OSSE develop or adopt grade band content knowledge courses for educators, focusing on grades K-8 and math courses required for high school graduation.	OSSE would review all content knowledge courses for educators and update as needed, with the potential to include courses for additional higher level math content knowledge.
Professional Learning	**Recommendation 3.2:** The Task Force recommends that OSSE develop and publish a list of high-quality professional learning opportunities for grade band content knowledge for grades K-8 and math courses required for high school graduation.	-----
Professional Learning	**Recommendation 3.3:** The Task Force recommends requiring LEAs to submit data to OSSE to ensure that math teachers (including special education teachers responsible for teaching math and EL teachers responsible for teaching math) demonstrate competency in grade-band content knowledge.	LEAs would submit data on high school math teacher, special education teacher and English Learner teacher competency in course content.
Professional Learning	**Recommendation 4.1:** The Task Force recommends that OSSE develop or adopt a non-evaluative observation tool for evidence-based math instruction to provide feedback as part of a cycle of continuous improvement of math instruction.	-----
Professional Learning	**Recommendation 4.2:** The Task Force recommends that OSSE develop and facilitate a math instructional leader cohort focused on key content, pedagogy and HQIM implementation.	*Potential*: OSSE would partner with LEAs to expand math instructional coaching cohort.

OVERVIEW OF PHASE 4		*Task already started | No action in this phase
	RECOMMENDATIONS	PHASE 4
Assessment & Intervention	**Recommendation 5.1:** The Task Force recommends that OSSE develop or adopt a list of recommended numeracy screeners and a rubric for screener selection.	-----
	Recommendation 5.2: The Task Force recommends that OSSE develop or adopt a list of recommended math diagnostic assessments and a rubric for assessment selection, to be used for grades K-8 and math courses required for high school graduation.	-----
	Recommendation 5.3: The Task Force recommends that OSSE develop or adopt both a vertical progression resource based on state standards and a guidance resource about what constitutes high-quality math intervention, to be used for grades K-8 and courses required for high school graduation.	-----
Family Engagement	**Recommendation 6.1:** The Task Force recommends that OSSE develop a resource toolkit for LEAs to meaningfully engage families and caregivers around math skill development and positive math mindset development.	OSSE would develop or adopt a resource toolkit for families and caregivers to utilize at home and resources for LEAs to host family math night for grades 6-8.
	Recommendation 6.2: The Task Force recommends that LEAs utilize OSSE-published guidance to notify families and caregivers about student math performance	-----
Integrated Math	**Recommendation 7.1:** The Task Force recommends that OSSE engage a group of local and national experts to explore a potential Integrated Math pathway and related coursework, including a review of other state examples and state standards.	-----

Office of the State Superintendent of Education
1050 First Street, NE, Washington, DC 20002