

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and various educational materials. A large white diagonal shape cuts across the top right of the image.

Statewide Implementation Efforts *Kentucky Numeracy Counts Act*

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Kentucky Numeracy Counts Act, HB 162 (2024)

Section 1 establishes the following:

- Mathematics proficiency is essential for all Kentucky students to achieve the academic goals established in KRS 158.6451.
- It is Kentucky's goal that all students have the skills necessary to demonstrate procedural skill and fluency, building from conceptual understanding to application, in order to solve real-world problems.
- A multitiered system of supports (MTSS) for struggling learners in K-12 through the use of evidence-based mathematics instruction, intervention, and instructional strategies.

Kentucky Numeracy Counts Act, HB 162 (2024)

Section 2(1)(b) provides:

“All students in **kindergarten through grade three (3)** needing to make accelerated progress toward proficiency in mathematics based on data from **valid and reliable universal screening and diagnostic assessments** receive **high quality, evidence-based mathematics instruction and intervention** aligned to grade-level learning as established in the Kentucky Academic Standards (KAS) for Mathematics.”

Kentucky Numeracy Counts Act, HB 162 (2024)

Section 4 requires:

Beginning in the **2026-2027 school year**, if the results of the approved universal screener and mathematics diagnostic assessment **demonstrates that a student's rate of progress toward proficiency in mathematics needs accelerated interventions**, the local school district shall provide:

- Accelerated intervention within the school day or outside of the school day or school calendar led by individuals most qualified to provide the intervention, using evidence-based mathematics instruction and other strategies;
- Intensive instructional services, progress monitoring measures and supports; and
- Information on how to encourage mathematics success at home to parents and legal guardians of students identified for accelerated interventions in mathematics.

Kentucky Numeracy Counts Act, HB 162 (2024)

Per Section 4 and 6:

The Kentucky Department of Education is charged with establishing the following by September 1, 2025, if funds are available:

- Statewide professional learning to support kindergarten through grade eight (8) teachers with evidence-based mathematics instruction, instructional materials and assessment in mathematics.
 - The teacher academies or coaching models shall be related to evidence-based practices in instruction, instructional materials and assessment in mathematics.

Kentucky Numeracy Counts Act, HB 162 (2024)

Per Section 4 and 6:

The Kentucky Department of Education is charged with establishing the following by September 1, 2025, if funds are available:

- Grants to support local districts and schools to purchase approved high-quality instructional resources aligned to the *KAS for Mathematics* and expenditures for curriculum-based professional learning to implement new resources.
- Applications are prioritized based on the following:
 - More than fifty percent of the enrolled students scored below the statewide average on statewide assessments administered in the previous year;
 - schools with the greatest financial need;
 - and schools that propose comprehensive plans most likely to increase student achievement in mathematics are prioritized.

Questions?

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