

KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE REVIEW ITEM

Topic: HB 162 (2024) – Kentucky Numeracy Counts Act – Statewide Implementation Efforts

Date: August 2024

Held In: Full Board State Schools United We Learn

SUMMARY OF PRESENTATION:

House Bill 162 (2024), the *Kentucky Numeracy Counts Act*, is a comprehensive legislative action sponsored by Rep. James Tipton and passed by the General Assembly to create long-term, systemic improvements in mathematics outcomes.

Per HB 162, Section 1(1)(b), the General Assembly finds that “[m]athematics proficiency is essential for all Kentucky students to achieve the academic goals established in KRS 158.6451. It is Kentucky’s goal that all children have the skills necessary to demonstrate procedural skill and fluency, building from conceptual understanding to application, in order to solve real world problems.”

The *Kentucky Numeracy Counts Act* focuses on the use of high-quality instructional materials to help students meet grade-level expectations and constructively apply information in addition to establishing a multitiered system of supports (MTSS) for struggling learners in K-12 through the use of evidence-based mathematics instruction, intervention, and instructional strategies.

HB 162, Section 2(1)(b) further requires that “[a]ll 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*.”

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.

In advance of district and school implementation, the Kentucky Department of Education (KDE) is responsible for 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.
 - o The teacher academies or coaching models shall be related to evidence-based practices in instruction, instructional materials and assessment in mathematics.

Section 6(4)(b) further requires the KDE to provide grants to support local districts and schools in purchasing approved high-quality instructional resources aligned to the KAS for Mathematics and expenditures for curriculum-based professional learning to implement new resources.

The focus of the presentation is to provide an overview of the efforts of the Office of Teaching and Learning in implementing the *Kentucky Numeracy Counts Act* and to introduce the new Director of Mathematics Education.

CONTACT PERSON(S):

Micki Ray, Chief Academic Officer, Office of Teaching and Learning
Email: micki.ray@education.ky.gov
Phone: (502) 564-9850 Ext. 4128

Jennifer Fraley, Ed.D., Director of Mathematics Education, Office of Teaching and Learning
Email: Jennifer.fraley@education.ky.gov
Phone: TBD



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