

KENTUCKY DEPARTMENT OF EDUCATION (KDE)

STAFF NOTE: REVIEW ITEM

Topic: Kentucky Numeracy Counts Update

Date: October 2026

Action Requested: ☒Review ☐Action/Consent ☐Action/Discussion

Held In: ☒Full Board ☐State Schools ☐United We Learn

SUMMARY OF PRESENTATION:

The focus of the presentation is to provide an overview of the efforts of the KDE Office of Teaching and Learning in implementing HB 162 (2024), the *Kentucky Numeracy Counts Act*.

The Kentucky numeracy counts fund, codified in KRS 158.843, requires the Kentucky Department of Education (KDE) to implement the following:

"(2) The department shall implement teacher professional learning academies related to evidence-based practices in instruction, instructional materials, and assessment in mathematics using moneys appropriated to or otherwise received by the Kentucky numeracy counts fund.

(3) The department shall create a mathematics coaching program using moneys appropriated to or otherwise received by the Kentucky numeracy counts fund. The program shall:

(a) Use data coaches to improve mathematics instruction and intervention;

(b) Determine the effectiveness of intensive data-focused professional development; and

(c) Provide expert support in mathematics instruction and intervention.

(4) (a) The department shall provide grants to local school districts and public charter schools. The grant shall only be used to purchase approved high-quality research and evidence-based curriculum aligned to kindergarten through grade three (3) academic standards in mathematics and expenditures for curriculum-based professional learning to implement new curriculum."

During the presentation, members will hear a discussion on the following initiatives that have been implemented since the passage of the *Numeracy Counts Act*:

Numeracy Counts Academies

The Office of Teaching and Learning, in collaboration with education partners, has produced a connected series of professional learning academies for teachers and instructional leaders to support evidence-based mathematics instruction across Kentucky.

The Kentucky Numeracy Academies offer the following current and upcoming professional learning opportunities for K-8 educators:

- **AdvanceKentucky's "Access to Algebra"** provides a comprehensive training and incentive model to support rigorous middle school mathematics programs.
- **Educators' Professional Implementation Center (EPIC) Kentucky Numeracy Alliance** is an opportunity for teachers of grades 3-5 (focused on numeracy with fractions) and grades 6-8 (focused on numeracy with ratios and proportional reasoning) for a 2-year professional learning pilot program. Participants gain access to Carnegie Learning's evidence-based learning modules for Patterns and coaching by the EPIC team. The Numeracy Alliance experience also fulfills the content component requirement for educators interested in earning a rank change through Elevate Academy.

- **The Kentucky Center for Mathematics (KCM)** launched a 2-year hybrid learning experience for K-5 educators in Summer 2025. Developed and facilitated by KCM in partnership with KDE, these teacher academies feature a blend of in-person summer launch sessions and both synchronous and asynchronous virtual learning opportunities designed to meet the needs of Kentucky K-5 math teachers.
- **The Partnership Institute for Math and Science Education Reform (PIMSER)** launched Leadership Academies beginning Summer 2025. The Leadership Academies provide a mix of in-person, synchronous virtual, and asynchronous virtual learning opportunities. Developed by PIMSER in collaboration with KDE, these academies prioritize instructional leaders (district leaders, building principals, instructional coaches, etc.) from schools where teachers are participating in the KCM K-5 teacher academies.

Mathematics Leadership Collaborative

A district team network experience, providing capacity-building for district and school mathematics leaders to support the goals of the *Kentucky Numeracy Counts* Act, including high-quality mathematics instruction and curriculum implementation. The Mathematics Leadership Collaborative provides a learning series focused on realizing a school and district-wide vision for mathematics instruction, creating supportive and aligned systems, and supporting educators through curriculum-based professional learning. The target audience is school and district leaders supporting grades 4-8.

Mathematics Coaching Model

Funding has been utilized to meet the requirements provided above in KRS 158.843 with the exception of the mathematics coaching program. The current allocation is not sufficient to fully implement KRS 158.843(3), which requires the KDE to "create a mathematics coaching program using moneys appropriated to or otherwise received by the Kentucky numeracy counts fund" which shall include:

- (a) Use data coaches to improve mathematics instruction and intervention;
- (b) Determine the effectiveness of intensive data-focused professional development; and
- (c) Provide expert support in mathematics instruction and intervention."

As a result, mathematics coaching is supported only through the Mathematics Achievement Fund (MAF) grant at this time. [KRS 158.844](#) provides that the MAF is hereby created to provide developmentally appropriate diagnostic assessment and intervention services to students, primary through grade 12, to help them reach proficiency in mathematics. The MAF grant provides funding for release time for teachers to serve as local mathematics school-based coaches. The mathematics coach supports mathematics teaching practices by working with teachers in their classrooms to:

- Observe and provide feedback;
- Model appropriate evidence-based instructional practices;
- Conduct workshops or institutes;
- Establish professional learning communities; and
- Ensure high-quality instructional resources are aligned to the [Kentucky Academic Standards for Mathematics](#) in order to meet the needs of primary students and other students who are struggling to meet grade-level standards.

Cohort 1 MAF schools, which began in 2022-2023, have experienced a steady decline in the percentage of students scoring novice and a steady increase in the percentage of students scoring proficient or distinguished at a rate that outpaces the state averages on the mathematics Kentucky Summative Assessment (KSA). Similarly, after only one year in the program, cohort 2 schools, which began in 2024, reduced the percentage of students scoring

novice and increased the percentage of students scoring proficient or distinguished at higher rates in coached grade levels than in uncoached grade levels.

In total, 46 MAF coaches completed 5,170 hours of professional learning, completed 5,506 coaching cycles, and impacted 19,876 students during the 2024-2025 school year.

In order to successfully implement the full requirements provided in HB 162 (2024), an additional \$5 million dollars per fiscal year is needed to minimally fund the implementation of the coaching program to assist schools with greatest need in addition to those who apply for and are awarded the MAF coaching grant.

K-3 Mathematics High-Quality Instructional Resource (HQIR) Grant

KRS 158.843(4)(a) also requires the KDE to provide grants to local school districts "to purchase approved high-quality research and evidence-based curriculum aligned to kindergarten through grade three (3) academic standards in mathematics and expenditures for curriculum-based professional learning to implement new curriculum."

In 2025-2026, this grant opportunity was awarded to 40 school districts at \$70,000 each for the purchase of a mathematics HQIR and/or to support curriculum-based professional learning for grades K-3. For 2026-2027, the KDE anticipates expanding the grant to support 50 school districts.

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Commissioner of Education

GOALS/PRIORITIES: Indicate all applicable options.

☐ Foster Educational Innovation Through Vibrant Learning Experiences
☒ Advance Educational Excellence Through Continuous Professional Improvement
☒ Cultivate Collaborative Partnerships
☒ Legislation
☐ Commissioner's Management