



Kentucky Board of Education

Kentucky Numeracy Counts Update

October 2026



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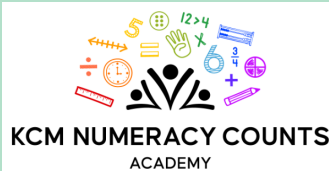
Kentucky Numeracy Counts Initiatives

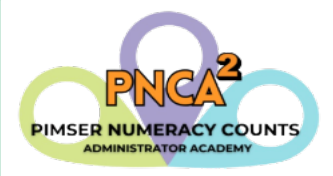
HB 162 (2024), the *Kentucky Numeracy Counts Act*, strengthens mathematics achievement for every student through high-quality instructional resources (HQIRS), targeted supports and strategic investments in educators and systems.

Kentucky Numeracy Counts Academies

Access
TO Algebra

EPIC
NUMERACY
ALLIANCE

KCM NUMERACY COUNTS
ACADEMY

PNCA²
PIMSER NUMERACY COUNTS
ADMINISTRATOR ACADEMY

Mathematics Leadership Collaborative

Mathematics K-3 HQIR Grant



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Statewide Numeracy Resources and Supports

- Approved list of [K-12 Mathematics HQIRs](#)
- Approved list of [universal screeners and diagnostics](#)
- [Mathematics Improvement Plan Template](#)
- Math Improvement Plan Support (in partnership with the Appalachia Comprehensive Center)
 - [Step-by-Step Resource for K-3 Teachers](#) to strength understanding of how MTSS supports student Math Improvement Plans
 - **K-3 Teachers Implementation Toolkit** to provide guidance for effective Tier 2 or Tier 3 intervention (coming soon)
- **Family Math-at-Home Support** and accompanying teacher guides to support students needing accelerated mathematics intervention (coming winter 2027 in collaboration with REL)
- [Numeracy Counts Newsletter](#)
- **Office hours** to provide ongoing support to schools and districts in implementing the *Numeracy Counts Act* requirements



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Kentucky Numeracy Counts Academies



- **AdvanceKY Access to Algebra (A2A):**
Comprehensive training and incentive model supporting rigorous middle school mathematics programs, including Alg. I at grade 8.
- **EPIC Numeracy Alliance (Carnegie Patterns):**
Two-year evidence-based professional learning and coaching for teachers in grades 3–8.
- **Kentucky Center for Mathematics (KCM) Numeracy Academy:**
Two-year hybrid learning experience with synchronous and asynchronous virtual learning for teachers in K-5.
- **PIMSER Numeracy Counts Administrator Academy**
Companion leadership academy prioritizing principals and instructional leaders with teachers participating in the KCM Numeracy Academy.

144

TOTAL DISTRICTS PARTICIPATING

Provider	Participation Rates
AdvanceKY A2A	• 46 schools • 31 district partners • 300 teachers
EPIC	• Cohort 1: 168 participants • Cohort 2: registration open
KCM (K-5)	• Cohort 1: 777 teachers • Cohort 2: 530 teachers
PIMSER	• 96 districts • Cohort 1: 188 administrators • Cohort 2: 193 administrators • Coaching support: 24 administrators

Kentucky Numeracy Academies – Early Outcomes



Average PSAT scores for A2A students grew 9% (+35 points)

The total percentage of A2A students meeting the college-readiness benchmark increased 7% (from 23% in 2023-2024 to 30% in 2025-2026)

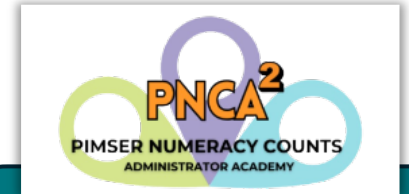


Participants demonstrated a statistically significant deepening of conceptual content knowledge (specifically in fractions for grades 3–5 and algebra for grades 6–8)



90% of teachers reported positive gains in self-efficacy and instructional confidence in responding to student misconceptions

90% reported positive shifts in their ability to foster positive mathematical dispositions in their students



74% of administrators reported use of HQIR implementation tools

72% reported development of school-level math leadership teams

79% supported fluency conversations in Professional Learning Communities (PLCs)

76% shared academy learning directly with staff



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Mathematics Leadership Collaborative

- Provides capacity-building for district and school leaders in grades 4-8 to support the goals of the *Kentucky Numeracy Counts Act*, including high-quality mathematics instruction and curriculum implementation.
 - Guides leaders in developing a school and district-wide vision for mathematics.
 - Supports coherence among systems through aligned curriculum-based professional learning.
- **86% reported increased confidence in communicating a vision for mathematics instruction.**
 - Participants also reported increased confidence in:
 - Coaching for strong mathematics instruction;
 - KDE curriculum implementation tools; and
 - HQIR internalization.



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High-Quality Instructional Resource (HQIR) Grant

K-3 Mathematics Evidence-Based Curriculum and Professional Learning

HB 162 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 one-year 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 2027-2028 cycle, the grant is expanding to support **50 school districts at \$70,000 each**.



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Mathematics Coaching Model (unfunded)

Per HB 162, the KDE “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.” (KRS 158.843(3)).
- While coaching is one of the most effective methods for improving mathematics outcomes, the current allocation is not sufficient to fund the *Numeracy Counts Act* mathematics coaching model required in statute.
 - As a result, mathematics coaching is supported only through the Mathematics Achievement Fund (MAF) grant and cannot be scaled beyond those awardees at this time.



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Mathematics Achievement Fund (MAF) Grant

KRS 158.844 establishes the MAF grant to support students in 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 school-based mathematics coaches 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.

Grant award: \$62,0000

Middle school math pilot (new): \$62,000

2024-2025

- 46 MAF coaches completed 5,170 hours of professional learning, 5,506 coaching cycles, and impacted 19,876 students.

2025-2026

- 45 MAF coaches completed 5,172 hours of professional learning (plus an additional 8,224 hours for school communities), 3,806 coaching conversations, 1,903 coaching cycles and impacted 22,207 students.

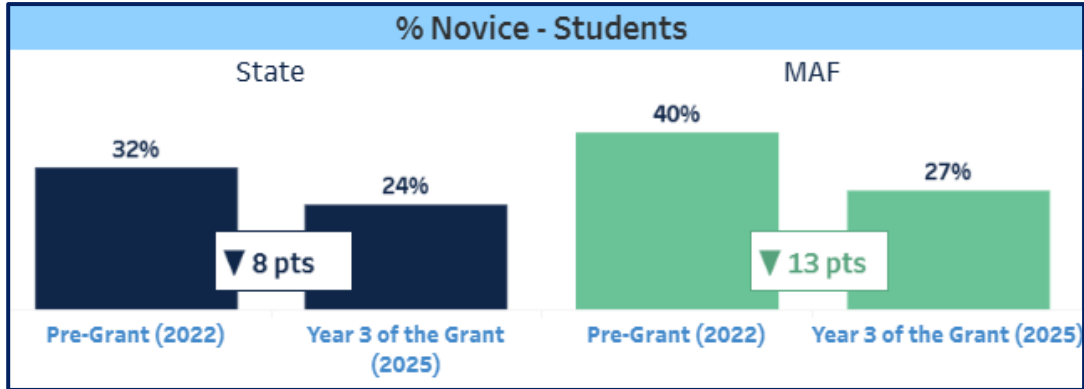


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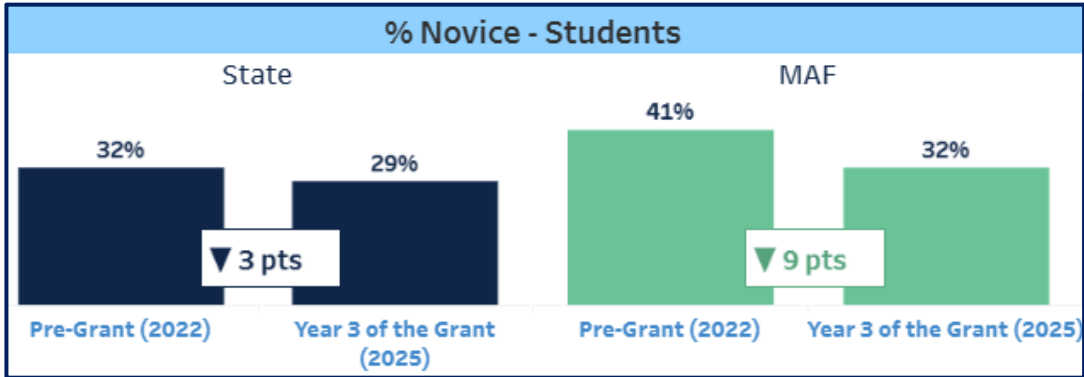
Mathematics Achievement Fund (MAF) Coaching Outcomes

Novice Reduction (2022–2025)

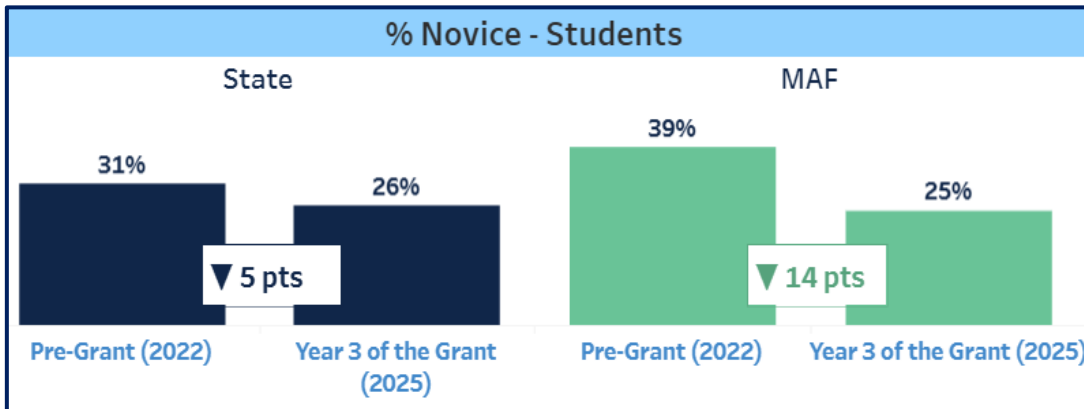
Grade 3



Grade 4



Grade 5

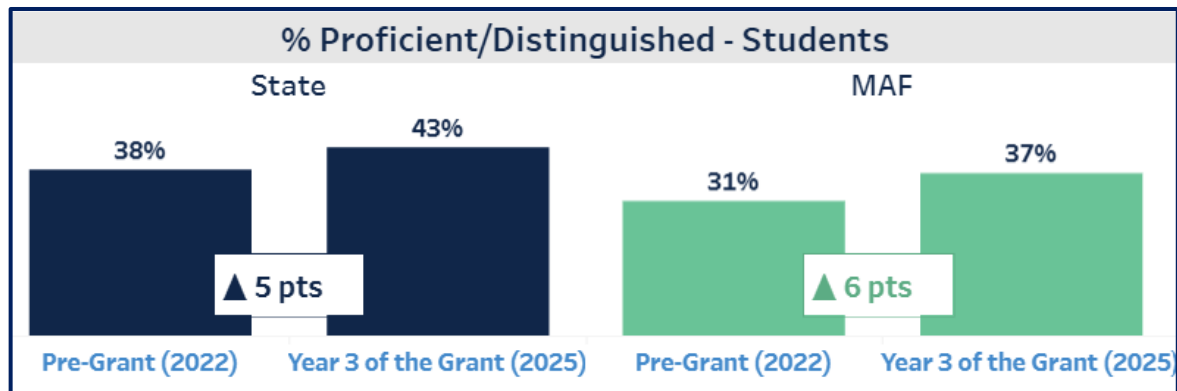


- Across grades 3, 4 and 5, MAF partner schools had a greater rate of novice reduction compared to the state.
- Grade 3 novice declined 13%, narrowing the achievement gap to within 3 points of the state.
- Grade 4 math novice declined three times faster compared to the state.
- By year 3, grade 5 novice rates fell by 14 points, surpassing the state average with a lower novice rate in 2025 (25% vs 26%).

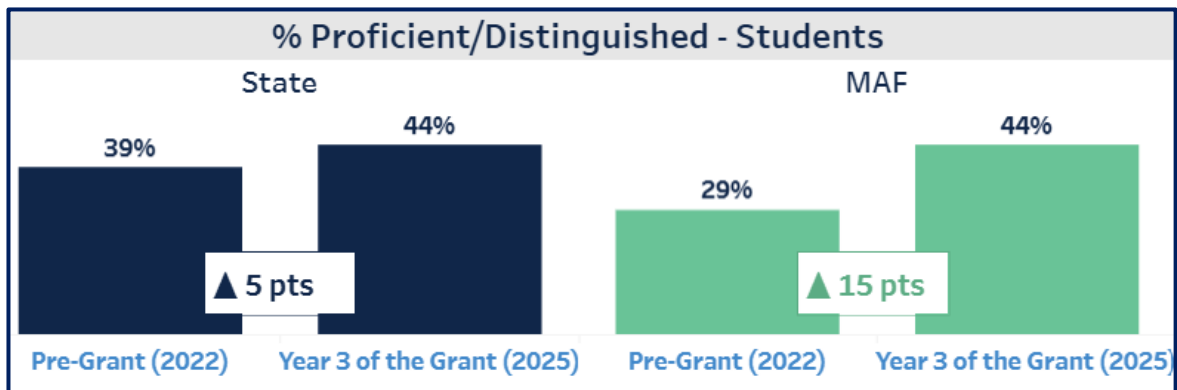
Mathematics Achievement Fund (MAF) Coaching Outcomes

Increase in Proficient/Distinguished (P/D) (2022–2025)

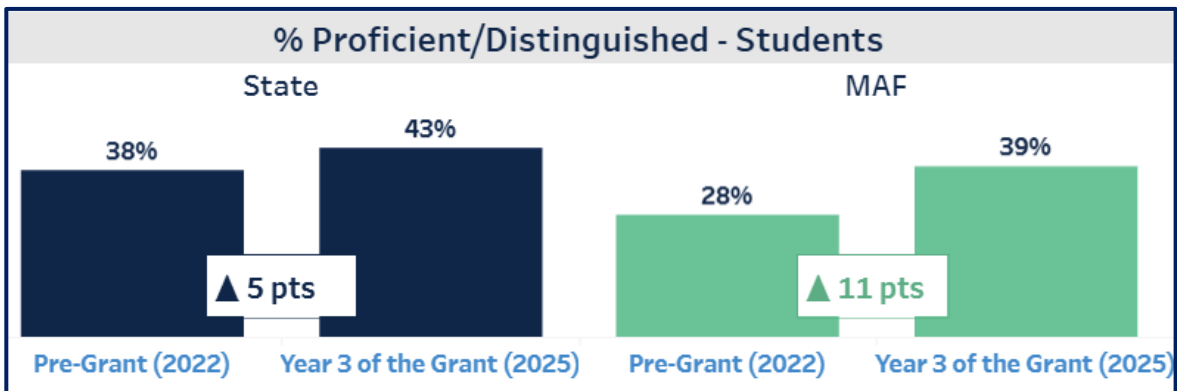
Grade 3



Grade 4



Grade 5



- Grades 3, 4 and 5 all increased in P/D at a higher rate compared to the state average.
- The 10-point grade 4 achievement gap in MAF schools was eliminated by 2025, driven by a 15-point increase in P/D.
- By 2025, gains in grade 4 P/D for MAF schools was three times the statewide increase; grade 5 P/D increased more than double.



Questions?

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