

Background

As specified in [KRS 158.844](#), the Mathematics Achievement Fund (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 coaches. The mathematics coach will improve mathematics teaching practices by working with teachers in their classrooms:

- Observing and providing feedback to them;
- Modeling appropriate evidence based instructional practices;
- Conducting workshops or institutes;
- Establishing professional learning communities; and
- Ensuring 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 in mathematics.

Funding

The Kentucky Department of Education (KDE) funds approximately 13 schools at an estimated \$62,000 per year to support the professional learning of a mathematics coach and up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching as defined above. Grants are renewable for up to four years, with a two-year grant renewal process, contingent on successful implementation of mathematics coaching components, grant requirement compliance, demonstrated student progress and the availability of funds.

The fiscal agent for public schools shall be a local school district. Each school will provide a budget that shows matching funds for the MAF grant of \$62,000 from the local school district.

Mathematics Coach Role and Responsibilities

As provided in [KRS 158.842](#), a "mathematics coach" is defined as a mathematics leader whose primary responsibility is to provide ongoing support for mathematics teachers. The role of the coach is to improve mathematics teaching practices by working with teachers in their classrooms:

- Observing and providing feedback to them;
- Modeling appropriate evidence based instructional practices;
- Conducting workshops or institutes;
- Establishing professional learning communities; and

- Ensuring 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 in mathematics.

Schools shall train a school level mathematics coach:

- Who has at least five years of certified primary/intermediate mathematics teaching experience;
- Who demonstrates leadership skills regarding coaching adult learners;
- Who has the capacity to design professional learning aligned to the characteristics of [High Quality Professional Learning](#) (HQPL); and
- Who is able to determine whether instructional resources are aligned to the *KAS for Mathematics* (please see [High Quality Instructional Resources](#)) and, based on that determination, support teachers with next instructional steps.

In year two and beyond the mathematics coach shall:

- Serve on the MTSS team to:
 - ✓ Align the school’s systems, data and practices to the essential six elements of [KYMTSS](#) in order to provide reliable and valid data to the KDE at least twice per year (see Annual Evaluation).
 - ✓ Provide more detailed information about individual students to inform next steps for instruction or intervention; and
 - ✓ Provide guidance on diagnostic assessment, intervention selection, implementation fidelity and progress monitoring for tier two and tier three services. (Consider resources that earn positive and/or potentially positive effectiveness ratings according to the [Academic Intervention Tools Chart](#) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](#) resource.
 - ✓ The intervention services for identified students must supplement, not replace, their classroom comprehensive mathematics program.
- Continue to refine the shared vision with the school on what mathematics teaching will look like for the students that the school serves. The shared vision must include plans to:
 - ✓ Focus on the *KAS for Mathematics* and how students learn mathematics;
 - ✓ Actively engage teachers in understanding *KAS for Mathematics* and evidence based instructional practices in mathematics;
 - ✓ Coach teachers in cycles of planning (at least 8 cycles per 50% of mathematics teachers), observation, feedback and reflection; and
 - ✓ Facilitate collaborative teacher interaction addressing models of instructional practice.
- Collaborate with teachers for planning;
- Lead school wide professional learning aligned to the school wide mathematics vision for 100% of the mathematics teachers within the school; and
- Spend at least 50% of instructional day in classrooms to improve mathematics teaching practices by working with teachers (as defined above) with the remainder of the day

spent in acceptable activities (collaborative planning, lesson study, participating in/leading PL, serving on MTSS team and family engagement).

- Meet regularly (at least once per month) with the school principal to address the school's mathematics vision and the coach's work (coach will not evaluate classroom teachers).
- School principal shall attend a 6-hour professional learning event with the mathematics coach on mathematics coaching/cognitive coaching.
- Submit a detailed schedule to the KDE for feedback and approval each fall.
- Be evaluated by and report to a district-level supervisor.
- May not serve as a substitute teacher or classroom teacher.

Professional Learning Requirements for Mathematics Coach

School level mathematics coach shall engage in ongoing professional learning for the two-year renewable grant focused in four areas:

- Intensive PL on the *KAS for Mathematics* utilizing resources from www.kystandards.org (pre-approved educational cooperatives);
- Intensive PL in mathematics coaching with a focus on equity (pre-approved Dr. Maggie B. McGatha, M² Consulting and Dr. Jennifer Bay-Williams, University of Louisville);
 - KCM will support mathematics coaches in between coaching sessions and provide feedback on the coaching model utilizing the Kentucky Mathematics Innovation Tool (KMIT).
- Intensive PL in cognitive coaching (pre-approved Dr. Maggie B. McGatha M² Consulting 8 days);
- Enrollment and completion of the elementary mathematics endorsement (pre-approved program University of Louisville 15 hours, <https://louisville.edu/education/degrees/elementary-mathematics-specialist>).

Approved List of Professional Learning Providers

- Educational Cooperatives
- Kentucky Center for Mathematics
- M² Consulting
- University of Louisville

Additional Professional Learning Providers

- Schools can select other providers to meet the profession learning requirements, but if they are selecting a provider outside of the approved list, the [Elevating Evidence Tool](#) must be used to ensure alignment with [HQPL](#) and submitted to the KDE (grant coordinator) for approval.

Annual Evaluation

Per [KRS 158.844](#), the Kentucky Board of Education administrative regulations shall “establish the minimum annual evaluation process for each grant recipient.” The role of the mathematics coach is to improve mathematics teaching practices in support of the school mathematics vision. Evaluating work that is designed to have an impact at various levels across the school community will require the collection of data that examines the influence of the mathematics coach at each of the following levels:

Student data:

- Longitudinal performance data and comparative progress data (Kentucky Summative Assessment and universal screener);
- Evaluation of progress data;
- Formative, diagnostic and summative assessment results (Infinite Campus Intervention and Assessment tabs);

Teacher data:

- Evaluation of evidence based instructional practices (Kentucky Mathematics Innovation Tool);

Mathematics Coach data:

- Description and number of hours from the professional learning requirements (see above) the mathematics coach received in a school year;
- Description and number of hours of professional learning requirements (see above) the mathematics coach implemented in their school within a school year;
- Number of credit hours obtained in an Elementary Mathematics Endorsement program;
- Evaluation of coach and coaching program from district leadership and regional consultants;

School Wide data:

- Description and evidence of family involvement;
- Evidence of principal involvement;
- Reflection on school mathematics vision and next steps;
- Action plan for improvement; and
- Evidence of sustainability.

MAF Assurance of Commitment Statement

DISTRICT NAME		
SCHOOL NAME		
MATHEMATICS COACH		Phone: Email:
PRINCIPAL		Phone: Email:
SUPERINTENDENT		Phone: Email:
DISTRICT LEVEL PERSONNEL (Supervisor/Evaluator of the mathematics coach)		Phone: Email:

*I have read and understand the District Assurance document. I assure all of the grant requirements will be met, as outlined in the Request for Application and within this document. I assure the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. **Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding of the Mathematics Achievement Fund. To receive MAF funding in FY23-24, the school or district will need to submit the completed and signed MAF Assurance of Commitment Statement (only page 5) to the MAF Grant Coordinator by August 1, 2023 via email at kde.maf@education.ky.gov .Questions may also be sent to this email address.***

Mathematics Coach

Date

Principal

Date

Superintendent

Date

District Personnel

Date

Mathematics Achievement Fund Budget Form

District

Name of School

Instructions: Use this form to provide a detailed, itemized explanation of expenditures for each MUNIS Code. Not all MUNIS codes listed need to be used. However, the school may not use MAF grant monies for any MUNIS code that is not listed. Matching funds from the district are required. Successful approval of budget is pending further review by the KDE.

MUNIS Code	Description	Amount	Explanation of Expenditures	Matching Funds
0110	Certified Services - (Contract)			
0111	Extended Day (Contract)			
0112	Extra Duty (Contract)			
0113	Other Certified (Not part of Contract)			
0211	Life Insurance			
0212	Health Insurance			
0214	Dental Insurance			
0221	Employer FICA Contribution			
0222	Employer Medicare Contribution			
0231	Ky. Teacher Retirement Systems (KTRS)			
0321	Workshop Consultant			
0322	Educational Consultant			
0335	Professional Consultant			
0338	Registration Fees			
0339	Other Professional Services:			
0569	Tuition: Other			
0580	Travel			
0591	Services Purchased from another district or Educational Agency within the state			
0592	Services Purchased from another district or Educational Agency out of state			

0610	General Supplies			
0643	Supplemental Books, Study Guides & Curriculum			
0734	Technology Related Hardware			
0735	Supplies – Technology Related			
0810	Due and Fees			
Total				