



Numeracy Counts KRS 158.8402 Implementation

Frequently Asked Questions

Kentucky Numeracy Counts KRS 158.8402

Mathematics Improvement Plan (MIP) Frequently Asked Questions

This is a living document and will be updated as additional guidance becomes available

Timeline and Implementation

Q: What is the required timeline for identifying students and implementing a Mathematics Improvement Plan?

A: Per KRS 158.8402, beginning in the 2026-2027 school year, districts must follow the statutory calendar-day timeline:

- **First 30 calendar days:** Administer an approved universal screener to all K-3 students.
- **First 45 calendar days:** Administer an approved diagnostic assessment to students identified as at risk.
- **First 60 calendar days:** Develop and implement a Mathematics Improvement Plan for students who require accelerated intervention based on diagnostic and other relevant data.

The timeline is based on **calendar days**, not instructional days.

Q: What happens if a student is identified as needing intervention after the beginning-of-year screening window?

A: A Mathematics Improvement Plan should be initiated as soon as available data indicate the need for accelerated intervention. The 60-day timeline applies only to the beginning of the school year for the establishment of the MIP. If students were to fall below benchmark in the winter or spring Universal Screening and Diagnostic window, a Mathematics Improvement Plan should be established at that time.

Q: What happens if a student falls below benchmark/marked at risk on the winter or spring assessment?

A: If a student's score on the winter or spring screening falls below benchmark and the results of an approved mathematics diagnostic demonstrate the need for accelerated intervention, a math improvement plan would be developed and implemented.

Student Eligibility

Q: Which students are required to have a Mathematics Improvement Plan?

A: Under KRS 158.8402, [Mathematics Improvement Plans](#) are required for K-3 students require accelerated intervention based on screening, diagnostic and other relevant data.

Q: Can districts use the Mathematics Improvement Plan framework for students outside of K-3?

A: Yes. Districts may choose to use the Mathematics Improvement Plan framework and Infinite Campus form for students at other grade levels as part of their local K-12 district-wide multi-tiered system of support (704 KAR 3:095).

Q: How do schools determine whether a student needs Tier 1 support, Tier 2 support, Tier 3 support, or a Mathematics Improvement Plan?

A: Schools use the multi-tiered delivery system to match students to the right level of support. The 3 tiers reflect the intensity and individualization of the support a student needs to accelerate their progress to proficiency. The Mathematics Improvement Plan is the intervention plan that is developed to accelerate the student's rate of progress toward proficiency in mathematics based on the student's results on an approved mathematics diagnostic assessment.

Tier 1 instruction is provided to all students using high-quality, evidence-based instructional resources and practices aligned with the Kentucky Academic Standards (KAS). Instruction is differentiated based on student need to provide "just-in-time" instruction and support based on data from:

- Universal screening results
- Diagnostic assessment results
- HQIR assessments
- Classroom performance and work samples
- Teacher observations
- Attendance and other relevant information

Students requiring accelerated intervention beyond Tier 1 instruction should be considered for a Mathematics Improvement Plan.

Q: What benchmark/level does a student need to be at to be considered "at risk"?

A: Benchmark or cut scores are established through a scientifically designed and evidence-based process unique to each assessment, so this will vary based on the assessment selected. Default benchmark levels based on research are developed from data sets containing information about student learning at different grades and over time using a national normative sample. Information about what they are and how they were established is generally found in the technical manuals associated with the specific assessment tool. A benchmark score on a screening measure divides students who are potentially at risk from those not at risk. Screening benchmark scores help teams decide who will receive additional assessment and intervention and evaluate the effectiveness of Tier 1 programming. When assessing Tier 1 effectiveness, teams look for evidence that at least 80% of students are at or above the established benchmark or cut score.

Q: Does a specific percentile or cut score automatically qualify a student for a Mathematics Improvement Plan?

A: No. Universal screening results simply identify students who may be at risk for math difficulties and require additional evaluation. Each universal screening assessment will have unique benchmarks that define the expected level of math performance or skill mastery by grade and time of year (F/W/S) as well as a cut score or a specific numerical threshold that is used to identify the level of risk. The universal screener 1-pagers have information about how these scores are classified and interpreted.

Valid and reliable diagnostic assessments approved by KDE are administered to students identified at risk on the universal screener. Most diagnostic tools will categorize students by percentile rank and/or by grade-level performance tiers. This is the data used to determine whether a student requires a Mathematics Improvement Plan to accelerate progress toward proficient performance in mathematics.

Assessment vendors should be able to provide interpretive guides, technical manuals and professional learning to help districts and schools understand and use the results from their universal screeners and diagnostic assessments.

Q: If many students score below district universal screener benchmarks, must all of them receive a Mathematics Improvement Plan?

A: Mathematics Improvement Plan must be developed for any student in kindergarten through grade three (3) identified as needing accelerated interventions to progress toward proficient performance in mathematics (KRS 158.8402 (8)).

When a large number of students are flagged at risk on the universal screener, the first step is to address the Tier 1 instruction. MTSS leadership teams analyze the data to determine if the skill deficits are widespread across a single grade, subject or demographic, which helps pinpoint systemic gaps that will need to be addressed.

The universal screener is only an indicator of risk that signals the need for further diagnostic assessment and would not be the determining factor for a mathematics improvement plan. The mathematics improvement plan is developed based on a student's results on an approved mathematics diagnostic assessment (158.8401(10)). Additional data, including curriculum-embedded pre-assessments, informal checklists and observations, can be used to pinpoint specific areas of need. The severity of the skill(s) deficit will determine the level of support needed. For students who score below but close to grade-level expectations, a mathematics improvement plan may be implemented and monitored in Tier 1 using targeted interventions delivered through small homogenous group rotations within the mathematics block. The teacher responsible for delivering the intervention can use materials from the HQIR with coherent standards progression to ensure continuity of language, strategy and models. When considering intensity and frequency, the school's MTSS decision rules will help the team determine the level of support.

Q: What happens if a student is below benchmark on the first universal screener, but is on track during the second screener?

A: If a student is below benchmark on the first universal screener, but is on track during the second screener, the math improvement team would need to consider diagnostic and progress monitoring data to decide whether to continue, fade or discontinue the intervention.

Q: What happens if a student falls below benchmark/marked at risk on the winter or spring assessment?

A: If a student's score on the winter or spring screening falls below benchmark and the results of an approved mathematics diagnostic demonstrate the need for accelerated intervention, a math improvement plan would be developed and implemented.

Mathematics Improvement Team (MIT)

Q: Who should be included on the Mathematics Improvement Team?

A: Under KRS 158.8402, "Mathematics improvement team" means a team that develops and oversees the progress of a mathematics improvement plan.

Mandatory Team Members Include:

- (a) The parents or guardians of the student that is the subject of the mathematics improvement plan;
- (b) No less than one (1) regular education teacher of the student, to provide information about the general curriculum for same-aged peers;

- (c) A representative of the local education agency who is knowledgeable about the mathematics curriculum and the availability of the evidence-based mathematics resources of the local education agency; and
- (d) Any specialized certified school employees, including but not limited to mathematics teachers, specialists, or coaches, for students receiving mathematics instruction educational programming or special education services;

Q: Can schools use an existing MTSS, Instructional Leadership Team, or Reading Improvement Team as the Mathematics Improvement Team?

A: Yes. Existing team structures may be used if mathematics expertise is represented and all statutory requirements are met.

Q: How does the Math Improvement Team fit within the teaming structures of a multi-tiered system of supports (MTSS)?

A: Amendments to KRS 158.791 establish the intent of the General Assembly that every elementary school provide a multi-tiered system of supports (MTSS) to support and engage all students in learning to apply mathematical content and practices at a proficient level by the end of grade 5. One of the essential elements of Kentucky's framework for a multi-tiered system of supports ([KyMTSS](#)) is Collaborative Problem-Solving teams.

KyMTSS teaming structures include district and school-level leadership teams, grade-level or content teams and student intervention teams. The student-level intervention team's focus on developing, implementing and monitoring the impact of the intervention for individual students aligns with the Math Improvement Team's purpose as outlined in KRS 158.8401. Schools may wish to consider how existing MTSS teams can be leveraged to meet these requirements.

When designing [MTSS teaming structures](#), it is recommended that a member of the Math Improvement Team is represented on the MTSS School Leadership team to ensure integration of initiatives and coherence of practice. It would also be important to include interventionists on MTSS Grade-level/Content teams when possible. This collaboration provides a bridge from intervention to the classroom so that the specific skills taught in Tier 2/3 support what is being taught in Tier 1.

Q: How often should we meet as a Math Improvement Team?

A: To meet the requirements of 158.8402(8), the team should meet within the first sixty (60) calendar days of the school year to develop and implement a math improvement plan for any student in kindergarten through grade three (3) identified as needing accelerated interventions to progress toward proficient performance in mathematics.

Any time a student is identified as needing accelerated interventions as demonstrated by results of the universal screener and approved mathematics diagnostic assessment, the Math Improvement Team meets to develop a math improvement plan that includes evidence-based math intervention strategies and instructional materials aligned with the student's area(s) of need.

After the plan is developed and implemented, the Math Improvement Team will also meet to review student progress monitoring data and monitor fidelity of implementation. Typically, once 6 -8 data points are collected and graphed, the team would have enough information to meet again and determine if:

- The intervention is working and can be faded or discontinued;
- More time is needed with the intervention; or
- A change is needed.

This is a continuous cycle of review until the student has learned to apply mathematical skills and practices at a proficient level and exited the intervention.

Q: What is meant by “a representative of the local education agency”?

A: This is defined under KRS 158.8401 as a person knowledgeable about the local mathematics curriculum and availability of evidence-based math resources of the district or school. A principal, assistant principal, curriculum specialist or curriculum coach are just some examples of who might fulfill this role.

Q: If a student scores below proficient on the KSA, but scores at benchmark on the universal screener, can they be “dismissed” from having math improvement plan?

A: If a student is not meeting proficiency on the KSA, all sources of data would be analyzed by the math improvement team – KSA data, universal screening data, diagnostic data, and any available progress monitoring data. The diagnostic assessment(s) will provide the most in-depth information across all areas of mathematics to identify the underlying problem. The universal screener is just the “temperature check” and may not be sensitive enough to pick up on the specific problem that is contributing to the student’s performance on the KSA.

Intervention and Progress Monitoring

Q: How often should we utilize progress monitoring for the Math Improvement Plan?

A: The frequency of progress monitoring should be matched to the intensity of the instruction. Within the framework of a multi-tiered system of supports, progress monitoring at Tier 2 typically is every two weeks or at least monthly for students identified for academic intervention and supports, and at least weekly for students identified for more intensive intervention at Tier 3.

Progress monitoring requires repeated assessment over time to capture students’ progress or rate of improvement in response to instruction or intervention. Data are collected and graphed regularly so student progress can be compared to the benchmark goal set during the problem-solving process. The information from progress monitoring also will inform the written quarterly progress report provided to the parent.

Q: What does accelerated intervention mean?

A: Accelerated intervention, provided through the math improvement plan, means intensive instructional services that address students’ individual differences using evidence-based mathematics instruction, high-quality resources and supports, and progress monitoring measures necessary to help the student make accelerated progress toward proficiency performance in mathematics and be ready for the next grade. This may include but is not limited to, daily one-on-one instruction with students the most in need provided by certified teachers specifically trained and most qualified to provide one-on-one instruction in numeracy. Parents and legal guardians are provided with written quarterly progress reports and information on how to encourage mathematics success at home (KRS158.8402(8),(9)).

Q: KRS 158.8402 mentions the use of assessment to monitor the progress of student performance. At what point is the math improvement plan able to be faded or discontinued? Do interventions maintain until next year's state testing scores?

A: The plan may be faded or discontinued when data indicate that the student met the grade level benchmark goal and when all areas identified as contributing to the student’s difficulty in numeracy and other mathematical content and practices have been addressed. If the student has not yet met their goal but progress monitoring data points indicate they are on track to reach it, the intervention would continue. If the progress monitoring data indicate the student will not meet the goal, the team considers a change to the intervention, and the math intervention plan is updated to reflect these changes. The progress review (Section 3) of the [KDE](#)

[Math Improvement Plan template](#) is a good resource to guide a math improvement team through this problem-solving process.

Q: Does the Mathematics Improvement Plan replace a school's MTSS Tier 2 and Tier 3 processes?

A: No. The Mathematics Improvement Plan is intended to align with and operate within existing KyMTSS structures. The Mathematics Improvement Plan should guide what is established at the school level to accelerate progress toward proficiency in Tier 2 and Tier 3 based on the results of the diagnostic, screener and other relevant assessments. Schools should use established problem-solving teams, intervention systems, and data-review processes when developing and monitoring MIPs.

Q: How should intervention details be documented?

A: Documentation should include:

- Intervention program or strategy
- Frequency and duration
- Group size and setting
- Intervention provider
- Progress-monitoring method and schedule

Interventions should be evidence-based and aligned to the student's identified mathematical need.

Q: What is the guidance if a student's goal area does not align with current Tier 1 instruction?

A: When a student's goal area does not align with the current Tier 1 unit of instruction, the guidance is to continue providing access to grade-level Tier 1 mathematics while simultaneously addressing the identified skill deficit through Tier 2 or Tier 3 intervention. KRS 158.8402 (1c2) guidance emphasizes that intervention should not operate separately from classroom instruction; instead, there should be intentional collaboration between the classroom teacher and interventionist so that intervention serves as a bridge to grade-level learning. Within the context of instruction, the expectation is not to delay intervention until the classroom curriculum reaches the student's deficit area, nor to remove the student from grade-level learning. Rather, schools should provide accelerated, evidence-based intervention targeted to the student's diagnostic needs while maintaining access to high-quality Tier 1 instruction and strategically connecting intervention skills to current classroom content. The table below provides student scenarios to help guide decision making:

Grade	Current Tier 1 Focus	Identified Goal Area	Tier Level	Intervention Focus	Tier 1 Accommodations/ Connections	Progress Monitoring
1 st Grade Student	Measurement and comparing lengths	Counting and Cardinality; one-to-one correspondence; counting beyond 20.	Tier 2	Small-group intervention using counting collections, ten-frames, dot cards, and explicit counting routines.	Use linking cubes for measurement activities, provide counting supports, pair with peers for counting verification, and explicitly connect counting to measuring.	Every 2 weeks or at least monthly for Tier 2 students.

2nd Grade Student	Geometry and partitioning shapes	Place value understanding; tens and ones; regrouping	Tier 2	Daily intervention using the Concrete-Representation al-Abstract (CRA) progression with base-ten blocks and visual models.	Use place-value language during geometry lessons, incorporate grouping activities, provide visual representations, and connect geometric grouping to place-value concepts.	Weekly probes and ongoing observation of conceptual understanding.
3rd Grade Student	Multiplication and Division within 100	Addition and Subtraction fluency; composing and decomposing numbers	Tier 3	Intensive daily intervention, potentially one-on-one, focused on number relationships, fluency strategies, number lines, and foundational operations.	Provide arrays, equal-group models, manipulatives, fact supports and emphasize conceptual understanding of multiplication while foundational skills are being strengthened.	At least weekly for Tier 3 students.

Q: How often should progress monitoring occur?

A: The frequency of progress monitoring should be matched to the intensity of the instruction. Within the framework of a multi-tiered system of supports, progress monitoring at Tier 2 typically is every two weeks or at least monthly for students identified for academic intervention and supports, and at least weekly for students identified for more intensive intervention at Tier 3.

Progress monitoring requires repeated assessment over time to capture students' progress or rate of improvement in response to instruction or intervention. Data are collected and graphed regularly so student progress can be compared to the benchmark goal set during the problem-solving process. The information from progress monitoring also will inform the written quarterly progress report provided to the parent.

Q: At what point can a Mathematics Improvement Plan be faded or discontinued?

A: The plan may be faded or discontinued when data indicate that the student met the grade level benchmark goal and when all areas identified as contributing to the student's difficulty in numeracy and other mathematical content and practices have been addressed. If the student has not yet met their goal but progress monitoring data points indicate they are on track to reach it, the intervention would continue. If the progress monitoring data indicate the student will not meet the goal, the team considers a change to the intervention, and the math intervention plan is updated to reflect these changes. The progress review (Section 3) of the [KDE Math Improvement Plan template](#) is a good resource to guide a math improvement team through this problem-solving process.

Q: How should goal changes be documented?

A: New goals should be documented within the existing Mathematics Improvement Plan. If the intervention changes, both the goal change and the intervention change should be documented under the original goal so the sequence of skill mastery can be viewed. Documentation should clearly identify changes in skill focus, instructional approach, or intervention delivery.

Infinite Campus Documentation

Q: How are Mathematics Improvement Plans documented in Infinite Campus?

A: KDE provides a Kentucky Mathematics Improvement Plan form within the Personal Learning Plan (PLP) module in Infinite Campus (IC). Plans may be shared through the Parent Portal and can transfer with students when properly documented. Information entered into the Mathematics Improvement Plan form populates into a databased, making it possible for districts to run the Mathematics Improvement Plan Report in IC.

Q: Can districts develop their own Mathematics Improvement Plan template?

A: Yes. Districts may modify the KDE template or develop a local template provided all statutory requirements are included. The KDE template remains available through Infinite Campus.

Q: Guidance for adding a Mathematics Improvement Plan in Infinite Campus recommends starting a new form when an intervention changes. Does this mean a new Mathematics Improvement Plan should be created?

A: Yes. Section 3 of the Mathematics Improvement Plan template provides guidance around next steps when reviewing students' rate of improvement with the current intervention. When the trendline is flat or falling below the goal line, the intervention is not working and needs a change. If fidelity of implementation is the issue, the intervention plan may continue with strategies in place to improve implementation. If the intervention is implemented as designed, a change is needed to the intervention itself. This will require a new form to document the changes.

Q: Can we develop our own Math Improvement Plan template?

A: Yes. The Math Improvement Plan was developed by KDE as an example that incorporates the requirements of KRS 158.8402. Districts may modify the template as needed or create their own template to fit the local context as long as relevant components are included. However, for those districts interested in using Infinite Campus (IC) to track student improvement plans, a new fillable form based on this template is now available in IC for use in the 2026-27 school year. Having a record of a student's Math Improvement Plan in IC allows schools to share their historical intervention record and ensure a more seamless transition for transient students. More information can be found in the [Guidance Document for Adding a Mathematics Improvement Plan Form to a Student Record in Infinite Campus document](#).

Special Populations

Q: Does a student with an IEP, 504 Plan, or PSP also require a Mathematics Improvement Plan?

A: A math improvement plan would only be necessary if the IEP or other existing plan does not address math instruction. A math improvement plan should be developed in collaboration and accordance with any existing program services plan, individualized education program (IEP), or

Section 504 Plan unless the program services plan, individualized education program, or Section 504 Plan already address improving the student's performance in mathematics.

Q: Do newcomer students require a Mathematics Improvement Plan in addition to a PSP?

A: Newcomer students may require a Mathematics Improvement Plan if screening, diagnostic, or classroom data indicate a need for strategic or intensive mathematics intervention. Schools should ensure that any required mathematics interventions and progress monitoring are clearly documented.

Q: Has consideration been given to extending the timeline for kindergarten students because many have not had prior formal schooling?

A: The statutory requirements established in KRS 158.8402 include Kindergarten students. The timelines apply to all K-3 students and do not provide a separate implementation timeline for kindergarten. Kindergarten students should not automatically be considered a year behind due to a lack of formal schooling. Decisions should be based on screening, diagnostic, and classroom data.

Q: Does a student have to have a Math Improvement Plan if they have an IEP (Individual Education Program)?

A: A math improvement plan would only be necessary if the IEP or other existing plan does not address math instruction. A math improvement plan should be developed in collaboration and accordance with any existing program services plan, individualized education program (IEP), or Section 504 Plan unless the program services plan, individualized education program, or Section 504 Plan already address improving the student's performance in mathematics.

Parent Communication

Q: When should parents be notified about a Mathematics Improvement Plan?

A: Parents and guardians should be involved before the Mathematics Improvement Plan is finalized. Early communication allows families to contribute information that may inform goal development, intervention planning, and student support.

Q: What should schools do if a parent can't meet in person for a Math Improvement Plan team meeting?

A: Schools should make every effort to include parents as part of the team that develops and oversees the progress of a math improvement plan. This may include scheduling meetings at a mutually convenient time, use of virtual meetings, phone conference or offering alternative ways for the parent to have meaningful input and be an effective member of the team.

Q: What mathematics resources are available for families to use at home?

A: Until KDE releases additional mathematics-at-home resources, schools are encouraged to use Kentucky Standards Family Guides and HQIR-related family resources to support mathematics learning at home.

Assessment, Resources, and Professional Learning

Q: Where can districts find benchmark and cut-score information for approved screeners and diagnostic assessments?

A: Benchmark and cut scores are established by assessment vendors and vary by assessment. Districts should consult the technical manual associated with their selected assessment for score interpretation and benchmark information.

Q: What screener should be used for kindergarten students?

A: Districts should select from the KDE-approved Numeracy Counts screening and diagnostic assessments.

Q: What is process to request approval for a screener that is not on the approved list?

A: Yes. Requests must be submitted by the vendor and must include evidence demonstrating reliability and validity. Additional information is available on the Numeracy Counts website.

Q: Does KDE provide approved intervention or progress-monitoring lists?

A: KDE does not currently maintain approved intervention or progress-monitoring lists. Districts should select evidence-based interventions and progress-monitoring tools that align to student needs and statutory requirements.

Q: Will KDE provide mathematics professional learning opportunities like LETRS?

A: Yes. KDE offers mathematics-focused professional learning opportunities through the Numeracy Counts Academies and other Numeracy Counts professional learning resources. See the Numeracy counts website for specific opportunities and timelines for application.

Q: Can Reading Improvement Plans (RIPs) and Mathematics Improvement Plans (MIPs) be combined?

A: No. Reading Improvement Plans and Mathematics Improvement Plans remain separate forms in Infinite Campus or in school-based documentation. Schools may conduct joint team meetings when appropriate; however, each plan must maintain its own required documentation.

Q: How often should we give the universal screener and diagnostic assessment?

A: Per KRS 158.8402, beginning with the 2026-2027 school year, a universal screener should be given within the first thirty (30) days of the school year to each student in kindergarten through grade three (3). Best practice is for schools to conduct universal screening three times a year (i.e., fall, winter and spring). The spring assessment also provides data that can be used for program evaluation, program planning, and continuous improvement. K-3 students determined to be at risk in mathematics based on the universal screener shall be given a mathematics diagnostic assessment determined by the KDE to be valid and reliable to identify the individual student deficits in numeracy and mathematical content and practices within the first forty-five (45) calendar days of the school year.

Q: When will the Numeracy Counts screening and Diagnostic assessment approved lists be updated?

A: The KDE has established a standard review process to evaluate the technical adequacy of early numeracy screening and diagnostic assessments. The submission and evaluation process will occur annually. Submission and review dates and forms will be posted to the Numeracy Counts webpage.