



Mathematics Achievement Fund Grant, Math Coaching Cohort 2 Assurance Document

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;
- 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](#) 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 36 schools at an estimated \$62,000 per year to support the salary of a school-based mathematics coach to improve mathematics teachers as defined above. The KDE will cover the cost of the required professional learning for the school-based mathematics coach.

Grants are 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;
- 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* 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* ([High Quality Instructional Resources](#) and [2026 Approved HQIR for Mathematics](#)) and based on that determination, support teachers with effective implementation and instructional next steps.

In year two and beyond the mathematics coach shall:

Note: The intervention services for identified students must supplement, not replace, their classroom comprehensive mathematics program.

- Serve on the MTSS team to:
 - ✓ Align the school's systems, data and practices to the essential six elements of [KyMTSS](#) 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 the selected KDE-approved universal screener and diagnostic assessment, intervention selection, implementation fidelity, and progress monitoring for tier two and tier three services. (For intervention services consider resources that are aligned to your Tier 1 HQIR or those 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.
- Meet regularly (at least once per month) with the school principal to address the school's mathematics vision and the coach's work (the coach will not evaluate classroom teachers).
- Attend the annual 6-hour professional learning event with the school principal related to MAF grant requirements. The school principal (or designee) may have additional professional learning requirements.
- Submit a detailed schedule to the KDE for feedback and approval each fall.
- Be evaluated by and report to a district-level supervisor (if the district has more than four MAF schools, we recommend having two district-level supervisors).
- Not serve as a substitute teacher or classroom teacher.
- 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

- ✓ Increase access to grade-level learning for all students through effective implementation of a KDE-approved Tier 1 core comprehensive mathematics instructional resource;
- Collaborate with teachers for planning, and support PLCs or grade-level teams in intellectual preparation for implementing their adopted Tier 1 core comprehensive mathematics instructional resource;
- 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 the 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, teaching studio, participating in/leading PL, serving on MTSS team and family engagement).

Professional Learning Requirements for Mathematics Coach

School-level mathematics coach shall engage in ongoing professional learning (PL) for the grant focused on four areas:

- Intensive PL on the *KAS for Mathematics* utilizing resources from www.kystandards.org and the school's adopted, KDE-approved *HQIR* (KDE);
- Intensive PL in mathematics coaching:
 - MAF Teaching Studio (KDE, Dr. Maggie B. McGatha M2 Consulting);
 - Math Fact Fluency (KDE, Dr. Bay-Williams, Dr. Kathrine Marin, and/or UofL)
- Intensive PL in cognitive coaching skill builders/adaptive schools (Dr. Maggie B. McGatha M2 Consulting);
- Enrollment and completion of the elementary mathematics endorsement (pre-approved program University of Louisville 15 hours, <https://louisville.edu/education/degrees/elementary-mathematics-specialist>).

MAF Math Mentors will support mathematics coaches in between coaching sessions and provide feedback on the coaching model utilizing the Kentucky Mathematics Innovation Tool (KMIT) and the MAF Coaching Conversation Observation Rubric. (KDE)

Professional Learning Requirements for One to Two Teacher Leaders

One to two teacher leaders shall engage in ongoing professional learning (PL) for the grant focused on the following areas:

- Intensive PL in mathematics coaching:
 - MAF Teaching Studio (KDE, Dr. Maggie B. McGatha M2 Consulting);
 - Math Fact Fluency (KDE, Dr. Bay-Williams, Dr. Kathrine Marin, and/or UofL)

Professional Learning Requirements for Principals

- Attend the annual 6-hour professional learning event with the school coach related to MAF grant requirements.
- One administrator per school (school-based instructional coach, principal, district instructional coach) shall engage in ongoing professional learning for one year, focused on the following area:
 - Intensive PL in Adaptive Schools (Dr. Maggie B. McGatha, M² Consulting, 4 days);

Professional Learning Requirements for District Evaluator

- Intensive PL in the MAF Coaching Conversation Observation Rubric for Evaluation (1 day training) and
 - New observers of the rubric will complete 5 modules asynchronously;
 - Experienced observers of the rubric will complete 2 modules asynchronously.

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 mathematics coach's role is to improve mathematics teaching practices to support 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);
- Evaluation of progress data;
- Formative, universal screening and diagnostic, and summative assessment results (Infinite Campus);

Teacher data:

- Evaluation of evidence based instructional practices (Kentucky Mathematics Innovation Tool, video requirements per KMIT one pager must be met);

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 math mentor and external evaluator;

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 FY26-27, 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 June 30, 2026, 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)			
0120	Certified Substitute			
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				