

[House Bill \(HB\) 162 \(2024\), the \*Kentucky Numeracy Counts Act\*](#), provides that, per amendments to KRS 158.791, the General Assembly finds that:

- Mathematics proficiency is essential for all Kentucky students to achieve the academic goals established in [KRS 158.6451](#).
- It is Kentucky’s goal that all students have the skills necessary to demonstrate procedural skill and fluency, building from conceptual understanding to application, in order to solve real-world problems.

Amendments to KRS 158.791 further establish that it is the intent of the General Assembly that:

**Every elementary school:**

- Provide comprehensive schoolwide mathematics instruction aligned to mathematics standards required by [KRS 158.6453](#) and outlined in administrative regulation promulgated by the Kentucky Board of Education.
- Provide a [multitiered system of supports \(MTSS\)](#) to support and engage all students in learning to apply mathematical content and practices at a proficient level, meaning a level that reflects developmentally appropriate grade-level performance, by the end of grade 5.
- Ensure quality mathematics instruction by highly trained teachers and intervention by individuals most qualified to provide the intervention.

**Every middle and high school:**

- Ensure that teachers have the skills to help all students develop critical content knowledge, strategies, and skills for subject-based reading and grade-level appropriate mathematics.
- Provide a multitiered system of supports to support and engage all students in learning to apply mathematical content and practices at a proficient level.
- Ensure all students routinely have opportunities to experience high-quality mathematics instruction, learn challenging, grade-level appropriate mathematics content and practices, and receive the necessary support to make progress toward proficiency.

As part of HB 162 (2024), KRS 158.840 is amended to read as follows:

It is the General Assembly’s intent that:

- All students in grades K-3 needing to make accelerated progress toward proficiency in mathematics, based on data from valid and reliable universal screening and diagnostic assessments, receive high-quality, evidence-based mathematics instruction and intervention aligned to the [Kentucky academic standards for mathematics](#).
- Students who are struggling in mathematics, or are not at the proficient level on statewide assessments, shall be provided evidence-based and developmentally appropriate diagnostic and intervention services, and instructional modifications necessary to learn.

## HB 162 (2024) *Kentucky Numeracy Counts Act* Implementation Timeline

### School/District Implementation Timeline

By January 1, 2026, each superintendent shall:

- Select at least one **universal screener** for mathematics that is determined by the Kentucky Department of Education (KDE) to be valid and reliable for administration to all students in grades K-3.
- Select at least one **diagnostic assessment** for mathematics that is determined by the KDE to be valid and reliable to be administered as part of the MTSS for students in grades K-3.
- Ensure all teachers of students in K-3 are trained on any mathematics universal screener and diagnostic assessment selected by the superintendent prior to the administration of the assessments in the 2026-2027 school year.
- Adopt an **evidence-based [high-quality instructional resource](#)** (HQIR) for K-3 mathematics that is determined by the KDE to be reliable, valid, and aligned to the Kentucky academic standards for mathematics required by KRS 158.6453.

**Beginning with the 2026-2027 school year:**

- Within the **first 30 calendar days** of the school year, a **universal screener**, determined by the KDE to be reliable and valid, shall be given to each student in K-3.
- Within the **first 45 calendar days** of the school year, the school shall administer the mathematics **diagnostic assessment**, determined by the KDE to be valid and reliable, to identify individual student deficits in numeracy and other mathematical content and practices if the results of the universal screener demonstrate a student's rate of progress toward proficient performance in mathematics needs accelerated intervention.
- Within the **first 60 calendar days** of the school year, a **mathematics improvement plan**, based on the data from the diagnostic assessment, shall be developed and implemented by a mathematics improvement team for any student in K-3 identified as needing accelerated interventions to progress toward proficient performance in mathematics.

**Beginning in the 2026-2027 school year**, if the results of the approved universal screener and mathematics diagnostic assessment demonstrates that a student's rate of progress toward proficiency in mathematics needs accelerated interventions, the local school district shall provide:

- Enrichment programs, meaning accelerated intervention within the school day or outside of the school day or school calendar led by individuals most qualified to provide the intervention, using evidence-based mathematics instruction and other strategies;
- Intensive instructional services, progress monitoring measures and supports; and
- Information on how to encourage mathematics success at home to parents and legal guardians of students identified for accelerated interventions in mathematics.

## **Kentucky Department of Education (KDE) Implementation Timeline**

**By September 1, 2025**, if funds are available, the KDE shall establish required teacher academies or coaching models for teachers of students in grades K-8.

- The teacher academies or coaching models shall be related to evidence-based practices in instruction, instructional materials and assessment in mathematics.
- The department shall provide grants to local districts and schools to purchase approved high-quality research and evidence-based curriculum aligned to K-3 academic standards in mathematics and expenditures for curriculum-based professional learning to implement new curriculum.

## **Postsecondary Implementation Timeline**

**Beginning with the 2025-2026 school year, postsecondary institutions offering teacher preparation programs for elementary regular education** shall include K-3 evidence-based instructional strategies, KDE-identified valid and reliable high-quality instructional resources (HQIRs) for mathematics instruction, in addition to the following:

- Evidence-based instructional strategies determined by the KDE to be effective at improving student learning for the range of students in their classrooms, including students needing to make progress toward proficiency, exceptional students, and students who are multilingual learners.
- HQIRs determined by the KDE to be effective at improving student learning for the range of students in their classrooms, including students needing to make progress toward proficiency, exceptional students, and students who are multilingual learners.
- The use of a range of assessment data for designing instruction and intervention.
- Progress monitoring of student performance.
- Field experience and student teaching placements with teachers that model, and supervisors with knowledge of the requirements provided above.

## **Education Professional Standards Board (EPSB) Implementation Timeline**

**By January 1, 2025, the EPSB** shall:

- Develop and maintain a list of approved teacher preparation assessments that are determined by the EPSB to be an effective evaluation of mathematics instruction, content and practice standards, and skills.
- Develop an evaluation rubric for observing teacher candidates with focus on mathematics content and pedagogical knowledge.
- Report data to an external evaluator for analysis of postsecondary teacher preparation programs with the goal of using the results to help increase the success of new teacher candidates in demonstrating mathematics instruction, content knowledge, and skills.
- Report to the Legislative Research Commission for referral to the Interim Joint Committee on Education the results provided by the external evaluator's analysis and data on all assessments required for certification, including the number of students testing, the number of students passing, and the number of times an individual student takes a test prior to passing.

**Council on Postsecondary Education (CPE)**

- **No later than November 1 of each year, the CPE** shall submit an annual report to the Legislative Research Commission for referral to the Interim Joint Committee on Education and the Interim Joint Committee on Appropriations and Revenue, summarizing the compliance of each teacher preparation program for alignment to early childhood education or elementary regular education standards to the instructional requirements set forth in [KRS 164.306\(1\)](#) and Section 7 of the *Kentucky Numeracy Counts Act*.
- The CPE shall require that an external evaluator provide an annual analysis of the ability of teacher preparation programs to properly train and equip teacher preparation program students with the literacy and mathematics content knowledge and skills to educate students in K-3.

A glossary of the terms named under the *Kentucky Numeracy Counts Act* is provided on the following pages.

For questions regarding HB 162 (2024), please contact Office of Teaching and Learning Policy Advisor [Sarah Peace](#).

## HB 162 (2024) *Kentucky Numeracy Counts Act* Glossary

*This document provides an alphabetical list of definitions of key terms created or specifically named in the Kentucky Numeracy Counts Act as used in [KRS 158.840](#) to [158.844](#):*

**"Conceptual understanding"** means connecting prior knowledge to new ideas and concepts, and making sense of why a mathematical idea is important and the kinds of contexts in which it is useful.

**"Diagnostic assessment"** means a testing instrument that assesses a student's current knowledge base of academic content.

**"Dyscalculia"** has the same meaning as in [KRS 158.305](#);

**"Enrichment program"** means accelerated intervention within the school day or outside of the school day or school calendar, led by individuals most qualified to provide the intervention and specifically determined to address the individual learning needs of students based on universal screening and diagnostics assessments in mathematics.

**"Evidence-based"** has the same meaning as in [20 U.S.C. sec. 7801\(21\)](#), which states under (A), "the term evidence-based," when used with respect to a state, local educational agency or school activity, means an activity, strategy or intervention that—

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
  - (I) strong evidence from at least one well-designed and well-implemented experimental study;
  - (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
  - (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention."

**"Mathematics"** means the curriculum of numbers and computations, geometry and measurements, probability and statistics, and algebraic ideas.

**"Mathematics coach"** means a mathematics leader whose primary responsibility is to provide ongoing support for one (1) or more 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 teaching practices, conducting workshops or institutes, establishing learning communities, and gathering appropriate and useful resources.

**"Mathematics diagnostic assessment"** means an assessment that identifies a student at risk of failure in mathematics or a student with major deficits in numeracy and other mathematical

concepts and skills.

**"Mathematics improvement plan"** means an accelerated intervention plan for a student in grade kindergarten through grade three (3) that is developed to increase a student's rate of progress toward proficient performance in mathematics that is identified as necessary based on the student's results on an approved mathematics diagnostic assessment.

**"Mathematics improvement team"** means a team that develops and oversees the progress of a mathematics improvement plan and includes:

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

**"Mathematics intervention program"** means an intensive instructional program that is based on valid research and is provided by a highly trained teacher to specifically meet individual students' needs.

**"Multitiered system of supports" (MTSS)** means a systemic, continuous improvement framework in which evidence-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A multitiered system of supports helps schools and districts to organize resources through alignment of academic standards, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and exceed proficiency.

**"Number sense"** means the ability to represent whole and rational numbers in multiple ways, numerical magnitude estimation, selecting and using benchmarks such as tens or hundreds, decomposing and recomposing numbers, understanding the effects of operations on numbers, and performing mental calculation and estimation.

**"Numeracy"** means the development of the basic concepts which include counting, place value, addition and subtraction strategies, multiplication and division strategies, and the concepts of time, money, and length.

**"Place value understanding"** means the understanding of representations and concepts necessary to successfully process multi-digit numbers.

**"Spatial reasoning"** means the capacity to mentally generate, transform, and rotate a visual image and thus understand and recall spatial relationships between objects.

**"Subitizing"** means quickly recognizing and naming how many objects are in a group without counting.

**"Universal screener"** means a process of providing a brief assessment to all students within a grade level to assess the students' performance in mathematical content and practices.

*KDE:OTL:SP.MR*