

# Mathematics Achievement Fund

## Middle School Math Coaching Pilot 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 of grades 6-8 in their classrooms:

- Observing and providing feedback;
- Modeling appropriate evidence-based instructional practices;
- Conducting workshops or institutes;
- Establishing professional learning communities to support the implementation of high-quality instructional resources and related curriculum-based professional learning; and
- Ensuring high quality instructional resources are aligned to the [Kentucky Academic Standards \(KAS\) for Mathematics](#) to meet the needs of grades 6-8 students and other students who are struggling to meet grade level standards in mathematics.

### Funding

The Kentucky Department of Education (KDE) funds approximately 10 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 the successful implementation of coach components, grant requirement compliance, demonstrated student progress and the availability of funds.

The fiscal agent for the public schools shall be a 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 of grades 6-8 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 *KAS for Mathematics* to meet the needs of middle school students (grades 6-8) and other students who are struggling to meet grade level standards in mathematics.

**Schools shall train a school-level mathematics coach for teachers of grades 6-8:**

- Who has at least five years of certified middle school 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 years one and two the mathematics coach shall:**

| The mathematics coach shall...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 1 | Year 2 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|
| <p>Serve on the MTSS team to:</p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Provide more detailed information about individual students to inform next steps for instruction or intervention; and</li> <li>● Provide guidance on diagnostic assessment, intervention selection, implementation fidelity, and progress monitoring for tier two and tier three services. (Consider resources aligned to your Tier 1 core comprehensive 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. Instructional coherence and alignment for students across all tiers should be key for implementation efforts. The coach should support considerations for what may be previewed or reviewed from Tier 1 to best serve the student experience.</li> </ul> <p>Note: The intervention services for identified students must supplement, not replace, their classroom comprehensive mathematics program.</p> | ✓      | ✓      |
| 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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓      | ✓      |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ✓ | ✓ |
| Develop and 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: <ul style="list-style-type: none"> <li>Focus on the KAS for Mathematics and how students learn mathematics;</li> <li>Actively engage teachers in understanding the KAS for Mathematics, evidence-based instructional practices in mathematics, and the alignment to the school's adopted High-quality Instructional Resource (HQIR) for mathematics per the KDE approved list;</li> <li>Coach teachers in cycles of planning (at least 8 cycles per each mathematics teacher, up to 8 teachers per year), observation, feedback, and reflection; and</li> <li>Facilitate collaborative teacher interaction addressing models of instructional practice.</li> </ul> | ✓ | ✓ |
| Collaborate with teachers for planning and intellectual preparation (i.e., unit and lesson internalization aligned to their adopted HQIR) during PLCs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓ | ✓ |
| Co-facilitate Professional Learning (PL) aligned to the school mathematics vision with the professional learning provider for 100% of the mathematics teachers within the school (see approved professional learning provider list).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓ |   |
| Lead school-wide professional learning aligned to the school-wide mathematics vision for 100% of the mathematics teachers within the school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   | ✓ |
| Ensure instructional resources are on the approved list of mathematics HQIRs and support implementation and alignment to the <i>KAS for Mathematics</i> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✓ | ✓ |
| 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, unit/lesson study, participating in/co-leading PL, serving on MTSS team and family engagement).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ✓ | ✓ |
| Submit coaching conversation videos to be evaluated using the MAF Coaching Conversation Evaluation Rubric by a three person team (district personnel, MAF Math Mentor and third-party evaluator).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   | ✓ |

### 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](http://www.kystandards.org) and the school's adopted, KDE-approved [HQIR](#) (KDE);
- Intensive PL in mathematics coaching (KDE with permission from Dr. Maggie B. McGatha, M<sup>2</sup> Consulting, and Dr. Jennifer Bay-Williams, University of Louisville); and
- Intensive PL in cognitive coaching (KDE).

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)(KDE).

## Professional Learning Requirements for Principals

- Attend the annual 6-hour professional learning event with the school coach related to MAF grant requirements; and
- One administrator per school (school-based instructional coach, principal, assistant principal, district instructional coach) shall engage in ongoing professional learning for one year focused on Intensive PL in cognitive coaching (KDE, 8 days).

## 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’s 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, diagnostic and summative assessment results (Infinite Campus);

### Teacher data:

- Evaluation of evidence-based instructional practices (Kentucky Mathematics Innovation Tool (KMIT), 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 coaching cycles completed per teacher within the year;
- Evaluation of coach and coaching program from district leadership, MAF Math Mentor and external evaluator (year 2);

### School Wide data:

- Evidence of HQIR implementation;
- 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

|                                                                                             |  |                      |
|---------------------------------------------------------------------------------------------|--|----------------------|
| <b>DISTRICT NAME</b>                                                                        |  |                      |
| <b>SCHOOL NAME</b>                                                                          |  |                      |
| <b>MATHEMATICS COACH</b>                                                                    |  | Phone:<br><br>Email: |
| <b>PRINCIPAL</b>                                                                            |  | Phone:<br><br>Email: |
| <b>SUPERINTENDENT</b>                                                                       |  | Phone:<br><br>Email: |
| <b>DISTRICT LEVEL<br/>PERSONNEL<br/>(Supervisor/Evaluator of<br/>the mathematics coach)</b> |  | Phone:<br><br>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](mailto: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. Successful approval of the budget is pending further review by the KDE. Applicants may delete Munis codes they do not need.

| <b>MUNIS Code</b> | <b>Description</b>                                                              | <b>Amount</b> | <b>Explanation of Expenditures</b> |
|-------------------|---------------------------------------------------------------------------------|---------------|------------------------------------|
| 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                                                                |  |  |
| <b>Total</b> |                                                                             |  |  |