

The logo for the Mathematics Achievement Fund, featuring the text "Mathematics Achievement Fund" in a blue serif font, with "Diagnostic and Intervention Services" in a smaller blue sans-serif font below it, all contained within a light blue rounded rectangle.

Mathematics
Achievement
Fund Diagnostic and
Intervention
Services

Mathematics Achievement Fund

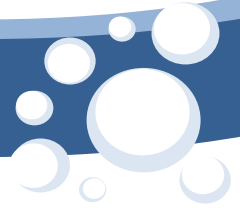
District Assurance

2017-2018





Background



The Mathematics Achievement Fund (MAF) grant provides schools with funds for teacher training and implementation of intervention services that address the needs of students in the primary program who are struggling to meet grade level or benchmark expectations for mathematics. The intervention services should promote evidence-based practices in mathematics. Selected mathematics intervention services should be based on data specific to the needs of the identified students.

As specified in [KRS 158.844](#), the intervention services selected shall:

- be provided to a student by a highly trained, certified teacher
- be based on reliable, replicable research; and
- be based on the ongoing assessment of individual student needs.

The mathematics intervention services and programs selected by schools will determine the instructional method required for implementation (one on one or students grouped for the specific purpose of receiving appropriate intervention services).

The fiscal agent for the application for public schools shall be a local school district.



Requirements

1. Schools shall implement one of the following grant approved primary mathematics intervention programs:
 - *Add+VantageMR (AVMR)*
 - *Assessing Math Concepts* by Kathy Richardson
 - *Do the Math* by Marilyn Burns
 - *Math Recovery*
2. Funds must be used to implement evidence-based mathematics interventions. The selected mathematics interventions must meet the needs of the primary students identified as struggling to meet grade level or benchmark expectations for mathematics. The mathematics interventions must supplement, not replace, regular classroom instruction for the students.
3. Students receiving MAF interventions must be in the primary program (K-3) and identified as struggling to meet grade level or benchmark expectations for mathematics.
4. The intervention teacher selected must be a certified teacher with at least three years teaching experience that has completed the Kentucky Teacher Internship Program (KTIP). Preference shall be given to teachers with at least three years of primary teaching experience or training in mathematics intervention services for primary students.
5. Funds must be used to hire one full-time Mathematics Intervention Teacher (MIT). The MIT must be a highly trained, certified teacher, not classified staff or an instructional assistant. The MIT must provide intensive interventions to students in the primary program.
6. Funds must be used to train the MIT in the grant approved primary mathematics intervention program and classroom teachers in supporting professional learning. When a teacher is hired to fill the MIT position during the grant cycle, the school must agree to train the teacher in the grant approved primary mathematics intervention program at the school's expense.
7. At least one-half of the MIT's time must be spent delivering intensive mathematics interventions to primary grade students using the grant approved primary mathematics intervention program. The remaining time may be spent providing additional intensive mathematics interventions to primary grade students or providing support to other teachers in the area of mathematics. The MIT must serve on the school's Kentucky System of Intervention (KSI)/Response to Intervention (RTI) team. The MIT must schedule time for co-teaching with teachers from the school mathematics team during mathematics instructional time. Examples of other activities may include administering the universal and/or diagnostic assessments, analyzing data, collaborating with colleagues, and/or encouraging family involvement. The majority of the instructional day shall be dedicated to directly providing services to students. The MIT may have supervisory duties equal to, but not greater than, the other teachers in the building. The MIT shall have appropriate planning time equal to, but not greater than, the other

teachers in the building. The MIT may not serve as a substitute teacher. The MIT must submit a detailed schedule to the KDE for feedback and approval each fall.

8. The school must develop a school mathematics team including the MIT, principal, a primary classroom teacher and an intermediate classroom teacher. In schools with primary grade levels only, two primary classroom teachers shall be selected. Teachers should be selected based on exemplary service, dedication to learning mathematics pedagogy and a commitment to 10 days of intensive training. Each year, additional classroom teachers shall be selected to participate on the school mathematics team and receive intensive mathematics training.
9. The school mathematics team shall attend a fall professional learning event held by the KDE and the Kentucky Center for Mathematics (KCM).
10. The principal must agree to pay for the MIT and two classroom teachers on the school's mathematics team to attend at least one state mathematics conference approved by the KDE.
11. The two classroom teachers selected to serve on the school mathematics team each year shall be available for collaboration and co-teaching with the MIT throughout the school year and reflected in the MIT's schedule.
12. After completing the 10 days of intensive mathematics training, the school mathematics team will lead professional learning with additional teachers to build capacity in the building.
13. In order to have a standard measure of progress, the school must use a universal screener, conduct progress monitoring, and provide outcome measures required by the KDE and the KCM at least twice per year.
14. The school mathematics team must agree to participate in statewide evaluations of the interventions at the request of the KDE. The MIT must submit evaluation documentation in a timely manner to the KDE and KCM at least twice a year.
15. The MIT must utilize the Kentucky Student Information System (KSIS), currently Infinite Campus (IC), Intervention Tab to record intervention services, including program, tier movement and service results. The data will be reviewed by the KDE quarterly. When necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.
16. The district finance officer must provide quarterly financial reports to the KDE, school principal, and MIT for the funded school.
17. The principal must submit an annual assurance statement and budget summary form at the request of the KDE each school year.
18. Funds shall not be used to purchase a core, comprehensive mathematics program for the entire primary population. The school must already have in place a core curriculum. The MIT should provide supplemental intervention services, so the identified student receives intervention services in addition to core instruction. Intervention students should participate in regular core

mathematics instruction and may not receive intervention services during core instructional time.

19. The school must provide a certified substitute to implement intervention services in the event the MIT is absent or otherwise unable to provide services. Long-term substitutes with training in primary mathematics intervention services are preferred.
20. If needed to carry out the interventions effectively, the school and/or district will provide additional resources and funds. Additional funds may come from appropriate federal, state and/or local sources.
21. The KDE and the KCM will record and maintain documentation of grant compliance. Failure to meet compliance requirements and deadlines may result in partial or complete loss of funding of the MAF grant.

The Kentucky Department of Education and the Kentucky Center for Mathematics will record and maintain documentation of grant compliance. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding for the Mathematics Achievement Fund.

Program-related questions should be directed to Pamela Pickens at: pamela.pickens@education.ky.gov



Role of the MIT



The Mathematics Intervention Teacher must be certified, with a minimum of 3 years of teaching experience. Preference shall be given to teachers with at least three years of primary teaching experience or training in mathematics intervention services for primary students. *The following will NOT meet the criteria for Mathematics Intervention Teacher: classified staff, instructional assistants, emergency certified teachers or teachers in the Kentucky Teacher Internship Program (KTIP).*

The MIT intervention teacher must:

- ❑ Read the MAF grant requirements, their school's grant proposal, and the MIT handbook.
- ❑ Attend or view the KDE/KCM Mathematics Achievement Fund Orientation Meeting online.
- ❑ Attend an in-person meeting with the school principal and school mathematics team.
- ❑ Collaborate with their principal regarding decisions for spending the MAF grant money.
- ❑ Identify student intervention plans in Infinite Campus using the intervention tab.
- ❑ Prepare mid-year and end-of-year reports for the KDE.
- ❑ Complete teacher assessments/surveys as directed by the KDE and/or the KCM.
- ❑ Attend and fully participate in all required MIT trainings/meetings/visits as specified by the KDE and/or the KCM.
- ❑ Collaborate with administrators in the student identification process, carefully documenting student numeracy progress and needs.
- ❑ Serve on the school's Kentucky System of Intervention(KSI)/Response to Intervention(RTI) team
- ❑ Serve as a leader and collaborate with regular classroom teachers to improve the mathematics instruction in primary grade classrooms, as stipulated in the school's MAF proposal.
- ❑ Communicate with the KCM Regional Coordinator and/or KDE regarding any problems, needs for support, or legitimate reasons for meeting absences.



Role of the MIT's Principal

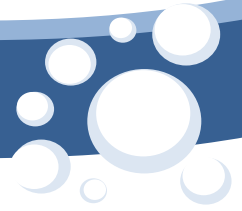


The building principal must:

- ❑ Provide support for the MIT, including:
 - ❑ access to students in the primary program and identified as struggling with meeting grade level or benchmark expectations for mathematics
 - ❑ access to appropriate and required materials
 - ❑ availability to meet with the MIT and/or Regional Coordinator
 - ❑ classroom space
 - ❑ MIT leadership as stipulated in the school's MAF proposal
 - ❑ acceptance of daily lesson plans based on formative assessment and/or previous lessons
 - ❑ adequate time for lessons, video review (Math Recovery), and planning
 - ❑ appropriate group sizes for grant approved primary mathematics intervention program
 - ❑ release time for training, conferences, meetings as specified by the KDE and the KCM
 - ❑ funding for stipends and travel reimbursement for required trainings and activities
 - ❑ time for promoting family involvement and planning for family activities
- ❑ Attend and fully participate in a KCM/KDE sponsored in-person meeting with the MIT and school mathematics team.
- ❑ Collaborate with the MIT in the identification of students struggling with meeting grade level or benchmark expectations for mathematics
- ❑ Consult with the MIT to carefully review diagnostic evidence of student progress to determine need for making decisions about student placement and exit from supplemental mathematics intervention provided by the MIT
- ❑ Restrict the MIT assignment to primary grades mathematics intervention teaching (*no* substitute teaching), at least half of which must be direct service for students identified as struggling with meeting grade level or benchmark expectations for mathematics
- ❑ Collaborate with the MIT to develop a schedule appropriate for meeting the needs of intervention students and co-teaching with teachers from the school mathematics team during mathematics instructional time.
- ❑ Collaborate with the MIT in decisions regarding appropriate expenditures of the Mathematics Achievement Funds
- ❑ Collaborate with the MIT in preparing the mid-year reports and the end-of-year reports for the KDE and the KCM
- ❑ (Financial Office) Submit quarterly budget reports and the next year's annual budget to KDE; work with the MIT to prepare the annual budget request and inventory checklist to submit to the KDE.



Funding Requirements



Travel expenses incurred by the MIT and School Mathematics Team required by the Math Achievement Fund will be reimbursed by the individual school.

Funds may be used to:

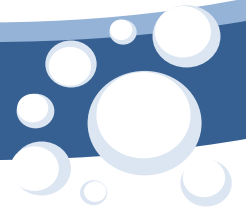
- support professional learning experiences for the MIT and teachers serving on the school mathematics team;
- implement evidence-based mathematics interventions designed to improve the mathematics achievement of students identified as struggling to meet grade level or benchmark expectations for mathematics;
- provide salary for a certified teacher highly trained in mathematics interventions for primary students to support implementation of the mathematics interventions;
- provide quality professional learning experiences on evidence-based mathematics intervention instructional strategies that improve the mathematics achievement of primary students ;
- cover expenses for:
 - registration fees and travel for the school mathematics team to attend conferences specific to mathematics instruction;
 - release time, substitutes or stipends for the teachers to participate in job-embedded professional learning experiences including study groups and/or self or peer reflection on teaching practices related to mathematics;
 - materials required for professional learning of the mathematics team;
 - training the mathematics team in aligning family involvement activities to support the mathematics instruction and interventions;
- purchase instructional materials required as a part of the evidence-based mathematics interventions; and
- purchase software which is integral to the mathematics intervention program and/or purchase technology equipment, not to exceed \$2,500 per year. All technology equipment, including the computers, must be housed in the mathematics intervention area with priority for usage given to students served by the MIT.

The MAF grant funds may **not** be used for:

- administrative or indirect costs;
- capital expenditures;
- furniture;
- classified staff or instructional assistants;
- food;
- Mathematics coaches or other administrative only staff positions (or any part of their salaries).



MAF Assurance Statement



Mathematics Achievement Fund 2017-2018

School Name:	
District:	
Principal:	
Email:	
Intervention Teacher:	
Email:	
Approved Program:	
Universal Screener:	

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, and the original grant approved program will be implemented by a highly qualified teacher. 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.

Superintendent's Signature _____
Date

Principal's Signature _____
Date

Mathematics Intervention Teacher's Signature _____
Date

To receive MAF funding in FY18, the school or district will need to submit the completed and signed District Assurance Statement (only page 8) to Pamela Pickens at the KDE by July 1, 2017 via email at pamela.pickens@education.ky.gov. If you have any questions, please contact Pamela Pickens at (502) 564-4970, ext. 4158.

Any violation of the mentioned criteria could result in partial or complete loss of funding for the Mathematics Achievement Fund.