

### **158.8401 Definitions for KRS 158.840 to 158.844.**

As used in KRS 158.840 to 158.844:

- (1) "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;
- (2) "Diagnostic assessment" means a testing instrument that assesses a student's current knowledge base of academic content;
- (3) "Dyscalculia" has the same meaning as in KRS 158.305;
- (4) "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;
- (5) "Evidence-based" has the same meaning as in 20 U.S.C. sec. 7801(21);
- (6) "Mathematics" means the curriculum of numbers and computations, geometry and measurements, probability and statistics, and algebraic ideas;
- (7) "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;
- (8) "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;
- (9) "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;
- (10) "Mathematics improvement team" means a team that develops and oversees the progress of a mathematics improvement plan and includes:
  - (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;

- (11) "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;
- (12) "Multitiered system of supports" 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;
- (13) "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;
- (14) "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;
- (15) "Place value understanding" means the understanding of representations and concepts necessary to successfully process multi-digit numbers;
- (16) "Spatial reasoning" means the capacity to mentally generate, transform, and rotate a visual image and thus understand and recall spatial relationships between objects;
- (17) "Subitizing" means quickly recognizing and naming how many objects are in a group without counting; and
- (18) "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.

**Effective:** July 15, 2024

**History:** Created 2024 Ky. Acts ch. 222, sec. 3, effective July 15, 2024.

**Legislative Research Commission Note (7/15/2024).** 2024 Ky. Acts ch. 222, sec. 8, provides that the Act, which created this statute and KRS 158.8402, 158.843, and 164.3061 and amended KRS 158.791, 158.840, and 158.842, may be cited as the Kentucky Numeracy Counts Act.