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# Issue Paper

**DATE:**

4/20/26

**AGENDA ITEM (ACTION ITEM):**

Recieve the revisions to 08.1122 AP.1 Advanced Coursework Acceleration Plans

**APPLICABLE BOARD POLICY:**

08.1122 Advanced Coursework

**HISTORY/BACKGROUND:**

As a result of recently enacted legislation, each school district was required to adopt a plan establishing policies and procedures for advanced coursework or accelerated learning in language arts, mathematics, social studies, and science for students in grades 4–12 by December 2025. During the December Board meeting, revisions to Procedure 08.1122 AP.1 were approved to ensure compliance with this requirement. These revisions included initiating acceleration in reading and mathematics beginning in grade 4 through the district’s Prep/Prep Plus program. Additionally, language was added to clarify that, across all grade levels and content areas, identified students should have access to accelerated learning opportunities during the RTI schedule. Since that time, further instructional refinements have been made to more clearly define the accelerated learning experience within the Prep/Prep Plus continuum for all stakeholders, as outlined in Procedure 08.1122 AP.1.

**FISCAL/BUDGETARY IMPACT:**

N/A

**RECOMMENDATION:**

Receive the revisions to 08.1122 AP.1 Advanced Coursework Acceleration Plans

**CONTACT PERSON:**

Mary Beth Huss

  
Principal/Administrator

  
District Administrator

  
Superintendent

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.  
Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent’s mailbox.

**Advanced Coursework Acceleration Plans**

ELA Acceleration Plan

Prep	Prep Plus
<p>To qualify for Prep, students must meet <u>any two</u> (2) of the following-five scores criteria:</p> <ol style="list-style-type: none"> <li>1. KSA prior year Distinguished in Reading</li> <li>2. 75 percentile Prior Year MAP Growth Fall</li> <li>3. 75 percentile Prior Year MAP Growth Spring</li> <li>4. 75 percentile Current Year MAP Growth Fall</li> <li>5. 75 percentile Current Year MAP Growth Spring</li> </ol> <p>A student whose <u>meets the criteria with a qualifying KSA score and/or MAP score/CERT data</u> is close to these requirements and demonstrates strong performance through classroom formative assessments, work samples, and work ethic may be considered for placement in Prep. Placement for these students will be considered through the submission of a teacher recommendation form with supporting evidence and must be approved by the principal.</p>	<p>To qualify for Prep Plus, students must meet <u>any two</u> (2) of the following five scores criteria:</p> <ol style="list-style-type: none"> <li>1. KSA prior year Distinguished in Reading</li> <li>2. 96 percentile Prior year MAP Growth Fall</li> <li>3. 96 percentile Prior year MAP Growth Spring</li> <li>4. 96 percentile Current Year MAP Growth Fall</li> <li>5. 96 percentile Current Year MAP Growth Spring</li> </ol> <p>A student who meets the criteria with a qualifying KSA score and/or MAP/CERT score at the recommended but not required 93rd percentile or higher can be considered for Prep Plus based on teacher recommendation. A student must also demonstrate strong performance through classroom formative assessments, work samples, and work ethic to be considered for placement in Prep Plus. Placement for these students will be considered through the submission of a teacher recommendation form with supporting evidence and must be approved by the principal.</p>
<p>Once a student is identified in the accelerated <b>Prep Program</b>, the student will not be automatically eliminated from the Prep Program if the student’s scores fall below the Prep percentile/score. A Prep/Prep Plus student’s progress will be monitored by the teacher. Triangulated data sets will be utilized to determine if the Prep/Prep Plus curriculum is best meeting the student’s educational needs. At any time within the school year the student’s progress is in question, the school administrator, teacher, and parent will conference to evaluate the student’s ability to maintain the academic success needed for the rigorous demands of this <u>advanced coursework</u><del>accelerated pace</del>.</p>	<p>Once a student is identified in the accelerated <b>Prep Plus Program</b>, the student will not be automatically eliminated from the Prep Plus Program if the student’s scores fall below the Prep Plus percentile/score. A Prep/Prep Plus student’s progress will be monitored by the teacher. Triangulated data sets will be utilized to determine if the Prep/Prep Plus curriculum is best meeting the student’s educational needs. At any time within the school year the student’s progress is in question, the school administrator, teacher, and parent will conference to evaluate the student’s ability to maintain the academic success needed for the rigorous demands of this <u>advanced coursework</u><del>accelerated pace</del>.</p>

Advanced Coursework Acceleration Plans

Grade	Prep Curriculum	Prep Plus Curriculum
4th	4th Grade Standards and identified 5 <sup>th</sup> Grade Standards as evident on curriculum maps. <del>5<sup>th</sup> grade level texts (by Lexile/qualitative measures) and tasks</del>	4th Grade Standards and identified 5 <sup>th</sup> Grade Standards as evident on the curriculum maps. Including tasks that create vibrant learning experiences and student agency (i.e. defenses of learning, project-based learning, in-depth research etc.) <del>5<sup>th</sup> grade level texts (by Lexile/qualitative measures) and tasks that require students to do analysis/research focused on rigorous topics and credible sources (KY Interdisciplinary Literacy Practice Standard 9)</del>
5th	5th Grade Standards and identified 6th Grade Standards as evident on curriculum maps. <del>5<sup>th</sup> Grade Standards + 6<sup>th</sup> grade level texts (by Lexile/qualitative measures) and tasks</del>	5th Grade Standards and identified 6th Grade Standards as evident on curriculum maps. Including tasks that create vibrant learning experiences and student agency (i.e. defenses of learning, project based learning, in-depth research, etc.) <del>5<sup>th</sup> Grade Standards + 6<sup>th</sup> grade level texts (by Lexile/qualitative measures) and tasks that require students to do analysis/research focused on rigorous topics and credible sources (KY Interdisciplinary Literacy Practice Standard 9)</del>
6th	6th Grade Standards and identified 7th Grade Standards as evident on curriculum maps. <del>6<sup>th</sup> Grade Standards + 7<sup>th</sup> grade level texts (by Lexile/qualitative measures) and tasks</del>	6th Grade Standards and identified 7th Grade Standards as evident on curriculum maps. Including tasks that create vibrant learning experiences and student agency (i.e. defenses of learning, project based learning, in-depth research, etc.) <del>6<sup>th</sup> Grade Standards + 7<sup>th</sup> grade level texts (by Lexile/qualitative measures) and tasks that require students to do analysis/research focused on self-selected topics and sources (KY Interdisciplinary Literacy Practice Standard 9)</del>
7th	7th Grade Standards and identified 8th Grade Standards as evident on curriculum maps. <del>7<sup>th</sup> Grade Standards + 8<sup>th</sup> grade level texts (by Lexile/qualitative measures) and tasks</del>	7th Grade Standards and identified 8th Grade Standards as evident on curriculum maps. Including tasks that create vibrant learning experiences and student agency (i.e. defenses of learning, project based learning, in-depth research, etc.) <del>7<sup>th</sup> Grade Standards + 8<sup>th</sup> grade level texts (by Lexile/qualitative measures) and tasks that require students to do analysis/research focused on self-selected topics and sources (KY Interdisciplinary Literacy Practice Standard 9)</del>
8th	8th Grade Standards and identified 9th Grade Standards as evident on curriculum maps. <del>8<sup>th</sup> Grade Standards + 9<sup>th</sup> grade level texts (by Lexile/qualitative measures) and tasks</del>	8th Grade Standards and identified 9th Grade Standards as evident on curriculum maps. Including tasks that create vibrant learning experiences and student agency (i.e. defenses of learning, project based learning, in-depth research, etc.) <del>8<sup>th</sup> Grade Standards + 9<sup>th</sup> grade level texts (by Lexile/qualitative measures) and tasks that require students to do analysis/research focused on self-selected topics and sources (KY Interdisciplinary Literacy Practice Standard 9)</del>
9th	9th Grade Standards and identified 10th Grade Standards as evident on curriculum maps. Instruction focused on AP Language and AP	9th Grade Standards and identified 10th Grade Standards as evident on curriculum maps. AP Composition and AP Literature Tasks and Assessments focusing on College Board standards for

	<u>Literature Free Response prompts.</u> <del>9<sup>th</sup> Grade Standards AP FRQ instruction focused on AP Language and AP Literature prompts</del>	<u>ELA 9<sup>th</sup> Grade Standards + AP Composition and AP Literature Tasks and assessments focusing on College Board standards for ELA</u>
10th	<u>10th Grade Standards and identified 11th Grade Standards as evident on curriculum maps. Instruction focused on AP Language and AP Literature Free Response prompts or Dual Credit Option.</u> <del>10<sup>th</sup> Grade Standards + AP Composition and AP Literature Tasks and assessments focusing on College Board standards for ELA, or Dual Credit Option</del>	<u>10th Grade Standards and identified 11th Grade Standards as evident on curriculum maps. AP Composition and AP Literature Tasks and assessments focusing on College Board standards for ELA, or AP/Dual Credit Option.</u> <del>10<sup>th</sup> Grade Standards + AP Composition and AP Literature Tasks and assessments focusing on College Board standards for ELA, or Dual Credit Option</del>
11th/ 12th	Options based on the student's ILP: <ul style="list-style-type: none"> <li>● AP Language and Composition</li> <li>● AP Literature and Composition</li> <li>● Dual Credit Option</li> </ul>	Options based on the student's ILP: <ul style="list-style-type: none"> <li>● AP Language and Composition</li> <li>● AP Literature and Composition</li> <li>● Dual Credit Option</li> </ul>

**Advanced Coursework Acceleration Plans****GENERAL INFORMATION**

- The criteria identified in the chart above and/or the recommendation process described are required for a student to be placed in the Prep or Prep Plus Program.
- Prep and Prep Plus placement will be determined in the spring of the school year using the most current student MAP and norm referenced assessment percentile scores. Teacher recommendations will be considered for Prep/Prep Plus placement.
- Students, parents/guardians and/or teachers through the school administrator can request a conference to evaluate student course progress as necessary.
- Once students enter high school, the pathway for courses is credit based.
- Eligibility for a course is NOT based on grade level but rather on the successful completion of the prerequisite courses.
- Dual Credit is a program that allows students to enroll in high school courses to earn high school and college credit simultaneously. These courses may be taught on the high school or college campus.
- For all grade levels, during RTI time blocks, students not requiring Specially Designed Instruction, Needs Based Instruction, or in a Tier 2 or Tier 3 intervention, should be scheduled into Enrichment (Needs Based Instruction) This scheduling should be intentional.
  - i. Enrichment allows students to extend their learning in the areas of ELA, math, science and social studies.
  - ii. This can include but is not limited to:
    1. Use of technology
    2. Project based learning
    3. Differentiated study experiences
    4. Distance learning
    5. Independent study

**Advanced Coursework Acceleration Plans**

Math Acceleration Plan

Prep Criteria	Prep Plus Criteria
<p>To qualify for Prep, students meet <u>any two</u> of the following five criteria:</p> <ol style="list-style-type: none"> <li>1. KSA prior year Distinguished in Math</li> <li>2. 75 percentile Prior Year MAP Growth Fall</li> <li>3. 75 percentile Prior Year MAP Growth Spring</li> <li>4. 75 percentile Current Year MAP Growth Fall</li> <li>5. 75 percentile Current Year MAP Growth Spring</li> </ol> <p>A student whose <u>meets the criteria with a qualifying MAP/CERT data score</u> is close to these requirements and demonstrates strong performance through classroom formative assessments, work samples, and work ethic may be considered for placement in Prep. Placement for these students will be considered through the submission of a teacher recommendation form with supporting evidence and must be approved by the principal.</p>	<p>To qualify for Prep Plus, students must meet <u>any two</u> of the following five criteria:</p> <ol style="list-style-type: none"> <li>1. KSA prior year Distinguished in Math</li> <li>2. 96 percentile Prior Year MAP Growth Fall</li> <li>3. 96 percentile Prior Year MAP Growth Spring</li> <li>4. 96 percentile Current Year MAP Growth Fall</li> <li>5. 96 percentile Current Year MAP Growth Spring</li> </ol> <p>A student who meets the criteria with a qualifying score on the KSA and/or MAP/CERT score at the recommended but not required 93rd percentile or higher can be considered for Prep + based on teacher recommendation. A student must also demonstrate strong performance through classroom formative assessments, work samples, and work ethic to be considered for placement in Prep +. Placement for these students will be considered through the submission of a teacher recommendation form with supporting evidence and must be approved by the principal.</p>
<p>Once a student is identified in the accelerated <b>Prep Program</b>, the student will not be automatically eliminated from the Prep Program if the student's scores fall below the Prep percentile/score. A Prep/Prep Plus student's progress will be monitored by the teacher. Triangulated data sets will be utilized to determine if the Prep/Prep Plus curriculum is best meeting the student's educational needs. If at any time within the school year the student's progress is in question, the school administrator, teacher, and parent will conference to evaluate the student's ability to maintain the academic success needed for the rigorous demands of this <u>advanced coursework</u> <del>accelerated pace</del>.</p>	<p>Once a student is identified in the accelerated <b>Prep Plus Program</b>, the student will not be automatically eliminated from the Prep Plus Program if the student's scores fall below the Prep Plus percentile/score. A Prep/Prep Plus student's progress will be monitored by the teacher. Triangulated data sets will be utilized to determine if the Prep/Prep Plus curriculum is best meeting the student's educational needs. If at any time within the school year the student's progress is in question, the school administrator, teacher, and parent will conference to evaluate the student's ability to maintain the academic success needed for the rigorous demands of this <u>advanced coursework and</u> accelerated pace.</p>

**Advanced Coursework Acceleration Plans**

Grade	Prep Curriculum	Prep Plus Curriculum
4th	<p><b>Accelerated 4th Grade Math</b>  <u>4th Grade Standards and identified 5th Grade Standards as evident on curriculum maps.</u> <del>Deeper within the 4th grade standards and supplement with some 5th grade standards as a preview</del></p>	<p><b>Accelerated 5th Grade Math</b>  <u>5th Grade Standards, including identified 6<sup>th</sup> Grade Standards as evident on curriculum maps.</u>  <del>5th grade standards + identified 6th grade standards</del>                      *Student will be scheduled for this course in a 5th grade classroom in his/her elementary school</p>
5th	<p><b>Accelerated 5<sup>th</sup> Grade Math</b>  <u>5th Grade Standards and identified 6<sup>th</sup> Grade Standards as evident on curriculum maps.</u> <del>Deeper within the 5<sup>th</sup> grade standards and supplement with some 6<sup>th</sup> grade standards as a preview</del></p>	<p><b>Accelerated 6<sup>th</sup> Grade Math</b>  <u>6th Grade Standards, including identified 7<sup>th</sup> Grade Standards as evident on curriculum maps.</u>  <del>6<sup>th</sup> grade standards + identified 7<sup>th</sup> grade standards</del>                      *Student will be scheduled for this course at his/her assigned middle school (district transportation will be provided)</p>
6th	<p><b>Accelerated 6<sup>th</sup> Grade Math</b>  <u>6th Grade Standards and identified 7th Grade Standards as evident on curriculum maps.</u> <del>6<sup>th</sup> grade standards + identified 7<sup>th</sup> grade standards</del></p>	<p><b>Accelerated 7<sup>th</sup> Grade Math</b>  <u>7th Grade Standards, including identified 8<sup>th</sup> Grade Standards as evident on curriculum maps.</u>  <del>Remaining 7<sup>th</sup> grade standards + identified 8th grade standards</del>                      *Student will be scheduled for this course in a 7<sup>th</sup> grade classroom in his/her middle school</p>
7th	<p><b>Accelerated 7<sup>th</sup> Grade Math</b>  <u>7th Grade Standards and identified 8th Grade Standards as evident on curriculum maps.</u> <del>Remaining 7<sup>th</sup> grade standards + identified 8th grade standards noted in the district curriculum map</del></p>	<p><b>8<sup>th</sup> Grade Accelerated Algebra I for high school credit</b>                      Algebra I Standards <u>and</u> <del>=</del> identified eighth grade standards that support the Algebra I Curriculum <u>as evident on curriculum maps.</u>                      *Student will be scheduled for this course in an 8th grade classroom in his/her middle school</p>
8th	<p><b>8<sup>th</sup> Grade Accelerated Algebra I for high school credit</b>                      Algebra I Standards <u>and</u> <del>=</del> identified eighth grade standards that support the Algebra I Curriculum <u>as evident on curriculum maps.</u></p>	<p><b>Accelerated Geometry for high school credit</b>                      (Geometry Standards including <del>some</del> STEM standards <u>as evident on curriculum maps.</u>)                      *Student will be scheduled for this course at his/her assigned high school (district transportation will be provided)</p>
9th	<p><b>Accelerated Geometry</b>                      (Geometry Standards including <del>some</del> STEM standards <u>as evident on curriculum maps.</u>)</p>	<p><b>Accelerated Algebra II</b>                      (Algebra II Standards including <del>some</del> STEM standards <u>as evident on curriculum maps.</u>)</p>

**Advanced Coursework Acceleration Plans**

10 <sup>th</sup>	<p align="center"><b>Accelerated Algebra II</b> (Algebra II Standards including some STEM standards)</p>	<p>Options based on the student’s ILP:</p> <ul style="list-style-type: none"> <li>● <b>Pre Calculus</b></li> <li>● <b>AP Statistics</b></li> <li>● <b>AP Calculus (must take Pre Calculus first)</b></li> <li>● <b>Dual Credit Options</b></li> </ul> <p><b>*see school course guide for pre-requisite requirements for each course</b></p>
11th/ 12th	<p>Options based on the student’s ILP:</p> <ul style="list-style-type: none"> <li>● <b>Pre Calculus</b></li> <li>● <b>AP Statistics</b></li> <li>● <b>AP Calculus (must take Pre Calculus first)</b></li> <li>● <b>Dual Credit Options</b></li> </ul> <p><b>*see school course guide for pre-requisite requirements for each course</b></p>	

**GENERAL INFORMATION**

- The criteria identified in the chart above and/or the recommendation process described are required for a student to be placed in the Prep or Prep Plus Program.
- Prep and Prep Plus placement will be determined in the spring of the school year using the most current student MAP and norm referenced assessment percentile scores. Teacher recommendations will be considered for Prep/Prep + placement.
- Students, parents/guardians and/or teachers through the school administrator can request a conference to evaluate student course progress as necessary.
- Once students enter Algebra I, the pathway for courses is credit based.
- Eligibility for a course is NOT based on grade level, but rather on the successful completion of the prerequisite courses.
- Dual Credit is a program that allows students to enroll in high school courses to earn high school and college credit simultaneously. These courses may be taught on the high school or college campus.
- For all grade levels, during RTI time blocks, students not requiring Specially Designed Instruction, Needs Based Instruction, or in a tier 2 or tier 3 intervention, should be scheduled into Enrichment (Needs Based Instruction) This scheduling should be intentional.
  - iii. Enrichment allows students to extend their learning in the areas of ELA, math, science and social studies.
  - iv. This can include but is not limited to:
    1. Use of technology
    2. Project based learning
    3. Differentiated study experiences
    4. Distance learning
    5. Independent study