

Purpose

[HB 190 \(2025\)](#) amended KRS 158.6453(21) to require school districts, no later than December 1, 2025, to establish policies by grade level for students in grades 4-12 that promote advanced coursework and accelerated learning in language arts, mathematics, social studies and science.

HB 190 further requires that, by December 1, 2025, the Kentucky Department of Education (KDE) provide recommendations for consistent use of preliminary assessment data and other criteria to identify students. The information provided below serves to assist schools and districts in the development of the local advanced coursework policy, including alignment to statutory and regulatory requirements in addition to considerations for the consistent use of preliminary assessment data and other criteria for identifying students.

District statutory and regulatory requirements

Per [KRS 158.6453\(21\)](#), " No later than December 1, 2025, each local board of education shall adopt a district plan establishing clear policies on the promotion of advanced coursework or accelerated learning in language arts, mathematics, social studies, and science by grade level for students in grades four (4) to twelve (12)."

Statute provides that the district advanced placement or accelerated learning policy **must** include the following:

1. Be published on a publicly accessible location on the district website;
2. Describe the strategies and approach to advanced coursework or accelerated learning options by grade level for grades 4-12 in the areas of language arts, mathematics, social studies and science;
3. Require that service delivery options for students identified as gifted and talented in language arts, mathematics, social studies, and science include the following for each grade level and subject area:
 - a. i. Accelerated learning or
 - ii. Advanced coursework; and
 - b. At least one (1) of the following service delivery options:
 - i. Collaborative teaching and consultation services;
 - ii. Special counseling services;
 - iii. Differentiated study experiences for individuals and cluster groups in the regular classroom;
 - iv. Distance learning;
 - v. Enrichment services that are not extracurricular during the school day;
 - vi. Independent study;
 - vii. Mentorships;
 - viii. Resource services delivered in a pull-out classroom or other appropriate instructional setting;
 - ix. Seminars;
 - x. Travel study options; or
 - xi. Special schools or self-contained classrooms for students in grades four (4) through twelve (12) only.

Additionally, per [KRS 158.622\(3\)\(b\)](#), each school district shall "[a]ccept for credit toward graduation and completion of high school course requirements an advanced placement [or] a high school equivalent... taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in that district as determined by achieving a score of "3" or higher on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent..."

Optional requirements

KRS 158.6453(21)(c) provides that the district policy **may** include the following:

- Auto-enrollment in available advanced coursework for students scoring distinguished in any subject area, or corresponding subject area, on the most recent statewide assessment.

- Eligibility criteria for qualification for available advanced coursework for all other students.
- Parental consent for an eligible student to withdraw or be excluded from advanced placement (or allow for the principal to withdraw the student only after a good faith attempt to contact the parent or guardian is unsuccessful).
- Permit a principal to withdraw a student without parental consent if participation in advanced coursework will have an adverse educational impact on the student.

School statutory and regulatory requirements

[KRS 160.348](#) requires the local school-based decision making council (SBDM) to:

- Offer a core curriculum of AP, IB, dual enrollment, dual credit courses, or other advanced coursework using either or both on-site instruction or online alternatives and comply with any additional requirements for AP, IB, dual enrollment, dual credit, and advanced coursework courses.
- When practicable... offer advanced coursework, as defined in KRS 158.6453, in mathematics, reading, science, and English language arts for students in grades 4-12.
- Establish a policy that is consistent with any district plan adopted... on the recruitment and assignment of students to advanced coursework options... that recognizes that all students have the right to participate in a rigorous and academically challenging curriculum.
- The policy shall require that the school notifies all students, parents, and guardians of the:
 - (a) Long-term benefits of student participation in advanced coursework; and
 - (b) Advanced coursework opportunities available at the school.
- Admit students to advanced coursework in accordance with the district plan adopted in accordance with KRS 158.6453(21).
- Award credit toward graduation in accordance with KRS 158.622(3) for students that successfully complete high school advanced coursework.

For secondary schools, [704 KAR 3:510\(2\)](#) requires each SBDM to establish a policy on the recruitment and assignment of students to advanced placement courses that shall:

- Provide equitable access for participation in advanced placement courses for all students using either or both on-site instruction or electronic instruction.
- Utilize the Individual Learning Plan process, established under [704 KAR 3:305](#), as a method for ensuring all students receive information and guidance on the availability of advanced coursework, including advanced placement and dual credit courses for potential college credit.
- Establish an equitable process for recruitment of underrepresented students in advanced placement courses.

Local policy development and assessment considerations

As schools and districts develop their advanced coursework policies, below are considerations for the consistent use of preliminary assessment data and other criteria for identifying students as part of the local school district's advanced coursework policy.

Related definitions

"Accelerated learning" means "an organized way of helping students meet individual academic goals by providing direct instruction to eliminate student performance deficiencies or enable students to move more quickly through course requirements and pursue higher level skill development," (KRS 158.6453(1)(a)).

"Advanced coursework" means "educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to advanced placement, International Baccalaureate, and honors courses," (KRS 158.6453(1)(b)).

"Advanced placement" or "AP" means "a college-level course that incorporates all topics and instructional strategies specified by the College Board on its standard syllabus for a given subject area and is licensed by the College Board," ([KRS 158.007\(1\)](#)).

"Core curriculum" means "at least one (1) course in science, one (1) course in mathematics, and at least one (1) course in two (2) of the following subject areas: English, social studies, foreign language, and the arts," (KRS 158.0076).

"Dual credit" means "a college-level course of study developed in accordance with [KRS 164.098](#) in which a high school student receives credit from both the high school and postsecondary institution in which the student is enrolled upon completion of a single class or designated program of study," (KRS 158.007(8)).

"Dual enrollment" means "a college-level course of study developed in accordance with KRS 164.098 in which a student is enrolled in a high school and postsecondary institution simultaneously," (KRS 158.007(9)).

"International Baccalaureate" or "IB" means the International Baccalaureate Organization's Diploma Programme, a comprehensive two (2) year program designed for highly motivated students," (KRS 158.007(10)).

Open enrollment

The KDE encourages districts to prioritize open enrollment in advanced or accelerated coursework for any student who demonstrates an interest in more rigorous opportunities. The Individual Learning Plan, established under 704 KAR 3:305, helps to eliminate barriers by ensuring *all* students receive information and guidance on the availability of advanced coursework, not just those meeting certain scores or eligibility criteria. For additional considerations, visit the [KDE's Advanced Coursework webpage](#).

Assessment data considerations for identifying students for advanced coursework

- Universal screener and diagnostic assessment results
- Kentucky Summative Assessment (KSA) results
- Benchmark attainment (or near attainment) on college readiness exams (ACT, SAT) and associated pre-assessments (PSAT, CERT, etc.)
- Curriculum-embedded assessments
- Formative assessments
- School-wide content assessments, including demonstrations of learning or capstones

Other criteria considerations for identifying students for advanced coursework

- Individual Learning Plan (704 KAR 3:305)
- Teacher recommendations
- Grades/GPA
- Attendance
- Classroom observations
- Career interest inventories
- Extra-curricular involvement
- Demonstration of strengths, behaviors, and talents which promote academic success (leadership qualities, growth-mindedness, resiliency, creative thinking and problem-solving, etc.)

For additional considerations, visit the [KDE's Advanced Coursework webpage](#). For questions related to HB 190, contact policy advisor for the Office of Teaching and Learning, [Sarah Medley](#).