



STAND
for children

| WASHINGTON

BREAKING DOWN BARRIERS

Academic Acceleration Resource Guide

Created Fall 2019

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A NOTE

FROM THE EXECUTIVE DIRECTOR

One of the things I love most about the education advocacy community is that we are intentional about listening to and learning from each other. That's why we've put together this resource guide - to serve as a reference and a starting point to get you further down the road in your own plans about how to advocate for increased access to educational opportunities in your state. As you make progress for your students, please feel free to reach out with questions and to share your experiences.

I'm looking forward to continuing to learn from each other.

Warmly,



Libuse Binder
Executive Director
Stand for Children Washington
lbinder@stand.org



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INTRODUCTION

WHAT IS ACADEMIC ACCELERATION?

Academic Acceleration (A.A.) uses objective measures to enroll students who have reached proficiency into the next most rigorous course in that content area. Rather than asking students and families to “opt in” to advanced coursework, or relying on identification by subjective measures, Academic Acceleration takes the opposite approach by automatically enrolling students as the default pathway, allowing students to “opt out” if they choose.

Academic Acceleration is designed to reduce historic barriers to dual credit and advanced classes, particularly for underrepresented groups. School districts in Washington state that adopt an academic acceleration policy enroll students based

on their meeting standard on the state exam; however, districts may add additional criteria provided that it does not create disparities.

In 2019, HB 1599 was passed in the Washington legislature, which will require all school districts to adopt an academic acceleration policy beginning in the 2021-2022 school year. This resource guide intends to provide an overview of the policy and its evolution in Washington so that policymakers in other states can advocate for Academic Acceleration or similar policies to serve their students. Most importantly, it provides artifacts including a model policy, statute language, and campaign materials to support that advocacy.



HISTORY AND INCENTIVE GRANT PROGRAM

Academic Acceleration began in 2011 in Federal Way, Washington. In 2013, the Washington state legislature passed HB 1642, a law encouraging districts to adopt an academic acceleration policy that automatically enrolls any student who meets the state standard on the statewide exam in the next most rigorous level of advanced courses offered by the high school.

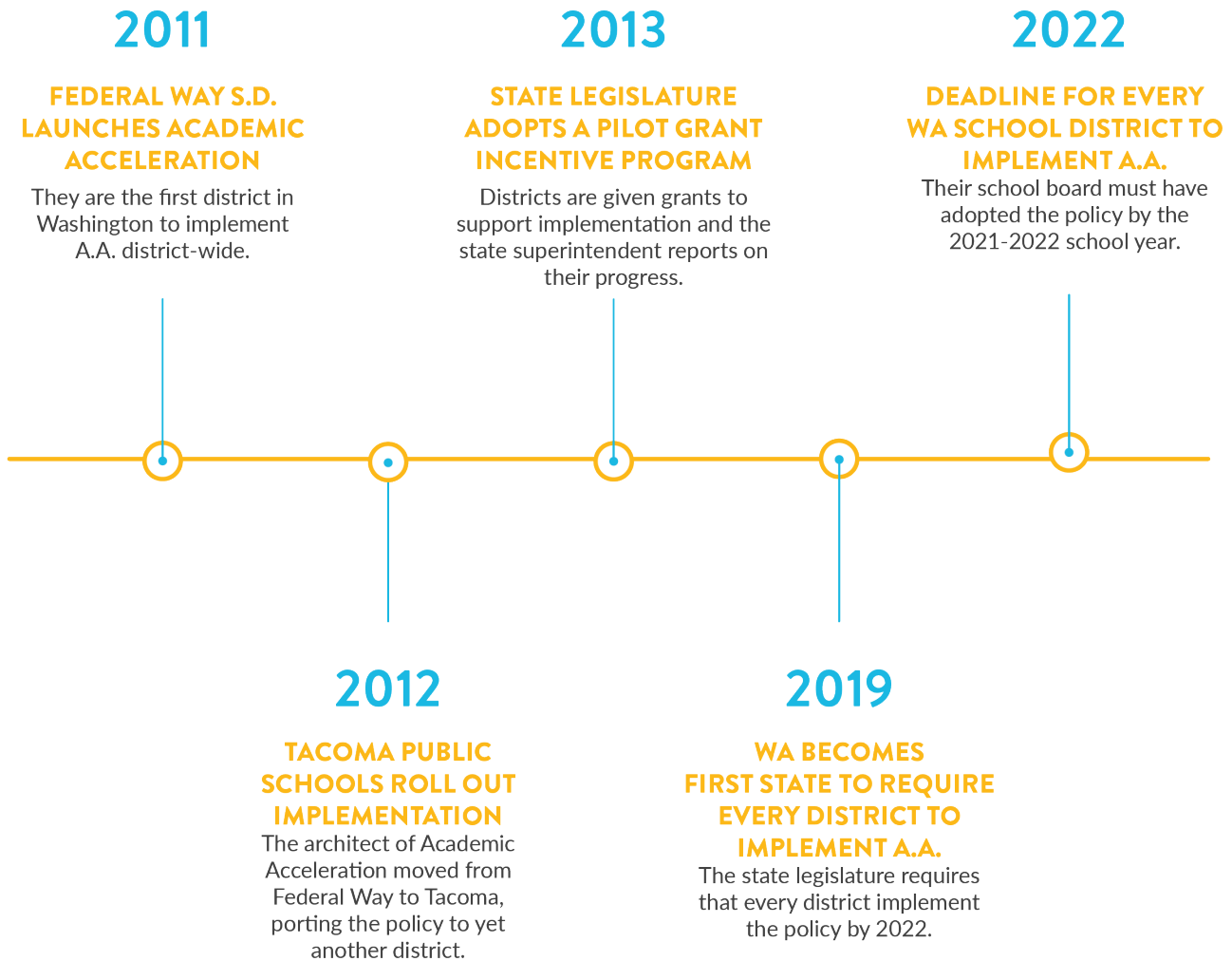
Recognizing the capacity needed to enroll an increased number of students in advanced courses, the 2013 law created a competitive and incentive grant program to cover costs such as teacher training, technology, transportation, books, and fees. The Dual Credit Expansion Competitive Grants package provides seed funding to grow dual credit offerings for students;

districts are required to adopt an Academic Acceleration program prior to receiving an award. The Dual Credit Incentive program allocates additional funding to high schools based on the successful participation of students in dual credit programs (except Running Start) the previous year. See appendix C for state statute.

Finally, the law also directed the state education agency to report on annual passing rates for Advanced Placement, International Baccalaureate, and Cambridge exams, and rates of students earning college credit through College in the High School, CTE Dual Credit, and Running Start programs. These data are available on the Washington State Report Card.



TIMELINE OF ACADEMIC ACCELERATION



SCALING STATEWIDE POINTING TO OUTCOMES AND BUILDING A COALITION



HIGH SCHOOL SUCCESS COALITION

Between 2013 and 2019, over fifty districts across Washington state adopted an Academic Acceleration policy. Stand conducted an analysis of enrollment data and discovered that a majority improved the equity of advanced classes by enrolling more historically underserved students. With 1 in 6 school districts having implemented the policy already, and a growing knowledge of it as a helpful lever in increasing equity in dual credit enrollment, the 2019 legislative session provided a prime opportunity to advocate for taking Academic Acceleration statewide. Stand included it as part of a larger High School Success strategy outlined in SB 5343.

Coalition support played a critical role in passing Academic Acceleration as a statewide law; Stand for Children convened the Black Education Strategy Roundtable, College Success Foundation, Graduate Tacoma, Partnership for Learning, and Treehouse to form the High School Success Coalition. The Coalition's primary goal is to ensure that all Washington students graduate from high school on time and prepared for college and career. The Coalition was able to garner broad support from legislators, constituents, and other advocates who had seen Academic Acceleration work to enroll more students in advanced courses. Components of the campaign included multiple advocacy days at the Capitol, op-eds in the Seattle Times and other Washington newspapers, and social media. The policy passed as part of HB 1599, which reworked the state's graduation requirements into eight defined pathways.



APPENDIX A: KEY RESOURCES FOR ADVOCACY AND IMPLEMENTATION

Key Legislation

- [HB 1642](#) (2013) Established grant program
- [SB 5343](#) (2019) Proposed High School Success bill
- [HB 1599](#) (2019) Academic Acceleration passed as part of Graduation Pathways bill (See section 502, page 49.)

District resources

- Model policy language for Boards of Directors
 - [Tacoma](#)
 - [Franklin Pierce](#)
 - [Quincy](#)
 - [Spokane Policy & Procedure](#)
- [Example of opt out form](#)

To visit these links,
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State level resources

- [Dual Credit programs in Washington](#)
- [Washington State Report Card](#)
- [Scoring Rubric: Dual Credit Capacity Expansion Competitive Grants](#)
- Examples of [allowable expenses](#) under grant program.

Implementation resources

- [Student Insight Card](#) - provided by Equal Opportunity schools, a nonprofit working directly with school districts and states to increase access to dual credit coursework.
- [Ready Set Grad Dual Credit Search Tool](#) - allows Washington state students to determine what college credit they may receive from dual credit courses or exams.
- [OSPI Dual Credit System Improvement Guide](#) - a Washington state-specific guide to increasing dual credit enrollment.

Advocacy materials:

- High School Success Coalition
 - [Website](#)
 - [HSSC one pager](#)
 - [Stand one pager](#)
- Media
 - Editorial Board. [“Invest in Boosting High School Success.”](#) Seattle Times. December 12, 2018
 - Gibbs-Bowling, Nathan. [“Guest essay: We need to stop gatekeeping advanced classes.”](#) Seattle Times, March 19, 2019.
 - Stand for Children Washington. [“First-in-Nation Law to Reduce Barriers to Advanced Classes for All Students Adopted In Washington State.”](#) Press Release. May 6, 2019.
 - Retka, Janelle. [“Some local districts lead the way in state effort to make advanced classes automatic.”](#) Yakima Herald, May 9, 2019.
 - Brazile, Liz. [“WA schools to make advanced classes more accessible to students – but will it close the opportunity gap?”](#) Crosscut.com, May 16, 2019.

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APPENDIX B: ACADEMIC ACCELERATION STATUTE LANGUAGE

Sec. 502. RCW 28A.320.195 and 2013 c 184 s 2 are each amended to read as follows:

- (1) By the 2021-22 school year, each school district board of directors shall adopt an academic acceleration policy for high school students as provided under this section.
- (2) Under an academic acceleration policy:
 - (a) The district shall automatically enroll any student who meets or exceeds the state standard on the eighth grade or high school English language arts or mathematics statewide student assessment in the next most rigorous level of advanced courses or program offered by the high school that aligns with the student's high school and beyond plan goals.
 - (b) Each school district may include additional eligibility criteria for students to participate in the academic acceleration policy so long as the district criteria does not create inequities among student groups in the advanced course or program.
- (3)
 - (a) The subject matter of the advanced courses or program in which a student is automatically enrolled depends on the content area or areas of the assessments where the student has met or exceeded the state standard under subsection (2) of this section.
 - (b) Students who meet or exceed the state standard on the English language arts statewide student assessment are eligible for enrollment in advanced courses in English, social studies, humanities, and other related subjects.
 - (c) Students who meet or exceed the state standard on the mathematics statewide student assessment are eligible for enrollment in advanced courses in mathematics.
 - (d) Beginning in the 2021-22 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are eligible for enrollment in advanced courses in science.
- (4)
 - (a) Students who successfully complete an advanced course in accordance with subsection (3) of this section are then enrolled in the next most rigorous level of advanced course that aligns with the student's high school and beyond plan.
 - (b) Students who successfully complete the advanced course in accordance with this subsection are then enrolled in the next most rigorous level of advanced course with the objective that students will eventually be automatically enrolled in courses that offer the opportunity to earn dual credit for high school and college.
- (5) The district must notify students and parents or guardians regarding the academic acceleration policy and the advanced courses or programs available to students, including dual credit courses or programs.
- (6) The district must provide a parent or guardian of a high school student with an opportunity to opt the student out of the academic acceleration policy and enroll the student in an alternative course or program that aligns with the student's high school and beyond plan goals.

If you have specific questions or would like to know more, please email us at wainfo@stand.org.

APPENDIX C: INCENTIVE PROGRAM STATUTE LANGUAGE

NEW SECTION. Sec. 3.

A new section is added to chapter 28A.320 33 RCW to read as follows:

- (1) Subject to funds appropriated specifically for this purpose, the academic acceleration incentive program is established as provided in this section. The intent of the legislature is that the funds awarded under the program be used to support teacher training, curriculum, technology, examination fees, and other costs associated with offering dual credit courses to high school students.
- (2) The office of the superintendent of public instruction shall allocate half of the funds appropriated for the purposes of this section on a competitive basis to provide one-time grants for high schools to expand the availability of dual credit courses. To be eligible for a grant, a school district must have adopted an academic acceleration policy as provided under section 2 of this act. In making grant awards, the office of the superintendent of public instruction must give priority to grants for high schools with a high proportion of low-income students and high schools seeking to develop new capacity for dual credit courses rather than proposing marginal expansion of current capacity.
- (3) The office of the superintendent of public instruction shall allocate half of the funds appropriated for the purposes of this section to school districts as an incentive award for each student who earned dual high school and college credit, as described under subsection
- (4) of this section, for courses offered by the district's high schools during the previous school year. School districts must distribute the award to the high schools that generated the funds. The award amount for low-income students eligible to participate in the federal free and reduced-price meals program who earn dual credits must be set at one hundred twenty-five percent of the base award for other students. A student who earns more than one dual credit in the same school year counts only once for the purposes of the incentive award.
- (4) For the purposes of this section, the following students are considered to have earned dual high school and college credit in a course offered by a high school:
 - (a) Students who achieve a score of three or higher on an AP examination;
 - (b) Students who achieve a score of four or higher on an examination of the international baccalaureate diploma programme;
 - (c) Students who successfully complete a Cambridge advanced international certificate of education examination;
 - (d) Students who successfully complete a course through the college in the high school program under RCW 28A.600.290 and are awarded credit by the partnering institution of higher education; and
 - (e) Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course.
- (5) If a high school provides access to online courses for students to earn dual high school and college credit at no cost to the student, such a course is considered to be offered by the high school. Students enrolled in the running start program under RCW 28A.600.300 do not generate an incentive award under this section.
- (6) The office of the superintendent of public instruction shall report to the education policy committees and the fiscal committees of the legislature, by January 1st of each year, information about the demographics of the students earning dual credits in the schools receiving grants under this section for the prior school year. Demographic data shall be disaggregated pursuant to RCW 28A.300.042.



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