

Accelerate, Don't Remediate

Parent Action Guide

July 2021

In a study of more than 2 million students in more than 100,000 classrooms, we found that students are more successful when they have the opportunity to do work that is on their grade level—and that students of color and low-income students are less likely to have that opportunity, even when they've been successful on grade-level work before.

Below, you'll find questions you can ask adults in the education system to help ensure your child and other students get the opportunities they need in school to reach their full potential.

You can access [Accelerate, Don't Remediate on our website](#).

For Teachers

- Is my student performing on grade level in each subject? How do you know?
- If on or ahead of grade level, what is your plan to ensure they're being challenged and can continue to grow?
- If behind grade level, how far behind? What is your plan to get them back on track?
 - How can I assist in my student's education this year?
 - How will I know how much progress my student is making toward grade-level standards?
- How often does my student receive grade-level work?

For Superintendents/School Boards/School Leaders:

- How will you ensure each parent/guardian knows whether their student is performing on grade level in each subject?
 - How do parents/guardians know which schools/teachers provide students the opportunity to do grade-level work?
 - Do all students—regardless of race, family income, etc.—have the same opportunity to do grade-level work? How much time do students spend doing grade-level work versus work that's below grade level? How do you know?
 - Will you commit to providing this information to parents?
 - What is your plan to ensure all students are on grade-level by the end of the 2022-23 school year?
 - I understand that learning acceleration, where all students get access to grade-level assignments, can help students catch up. Are you planning to use learning acceleration?
 - If so, how can I find out details about the strategy?
 - If not, what strategy are you using instead and what evidence do you have that it helps all students get on track?
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