



MEDIA ADVISORY

EMBARGOED until 12:01 a.m. on Tuesday, August 31, 2010

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School Districts Have Little Experience and Limited Success with Federal Reform Models to Turn around Failing Schools

WHAT: The Center on Education Policy (CEP) will release a new report highlighting the extent to which school districts have experience with implementing the four federally mandated school reform models meant to “turn around” the nation’s lowest-performing 5 percent of schools. In order to receive the more than \$3 billion allocated in the American Recovery and Reinvestment Act of 2009 for School Improvement Grants, districts must agree to use one of the four intervention models endorsed by the U.S. Department of Education: Turnaround, Restart, Closure, and Transformation. However, most districts have little familiarity or experience with any of the four models.

- ***More than one-third of the nation’s school districts were unfamiliar with the four models, and few districts had implemented any of them.*** City districts were more familiar with the models than were other districts. Fewer than 12 percent of the nation’s school districts had implemented any of the models in one or more schools.
- ***Fewer than 12 percent of districts had received assistance from the state for any of the four improvement models.*** More districts—although still a small minority—had received state assistance with the turnaround and transformation models, rather than with the restart and closure models.
- ***Districts that implemented the models had varying degrees of success with them.*** For three of the models (turnaround, restart, and closure), there were no differences in the estimated percentages of districts that had positive results versus those that had unknown, mixed, or poor results. For the transformation model, however, roughly 91% of the districts that tried this model had positive results.

School Districts’ Perspectives on the Economic Stimulus Package: School Improvement Grants Present Uncertainty and Opportunity is part of a three-year CEP study of ARRA implementation. The findings are drawn from a survey of school districts administered in spring of 2010.

WHEN: The report and findings are embargoed and not for release before 12:01 a.m. EDT, Tuesday, August 31, 2010.

REPORT: The embargoed report is available upon request. CEP's President and CEO Jack Jennings is available for interviews by contacting Kari Hudnell at (202) 955-9450 ext. 318 or khudnell@communicationworks.com .

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Based in Washington, D.C., and founded in January 1995 by Jack Jennings, the Center on Education Policy is a national, independent advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. The Center does not represent any special interests. Instead, the Center helps citizens make sense of the conflicting opinions and perceptions about public education and create conditions that will lead to better public schools.