



MEDIA ADVISORY

CONTACT: Chloe Louvouezo at (202) 955-9450 ext. 320 or clouvouezo@communicationworks.com

Conflicting State Policies on High School Graduation Lead to Teacher and Student Confusion in Arizona

WHAT: Release of a new report from the Center on Education Policy (CEP) on how local educators perceive and act on state policies designed to help at-risk students and English language learners (ELLs) achieve the levels of proficiency needed to pass state high school exit exams and graduate.

Findings are drawn from a 2007 study that looked at the impact of Arizona's exit exam on teaching and learning for ELLs. The latest report, *Conflicts Between State Policy and School Practice: Learning from Arizona's Experience with High School Exam Policies*, also recommends actions for Arizona and other states experiencing tension between state policies and school-level implementation.

WHEN: **The report is embargoed and not for release before 12:01 a.m., Wednesday, April 8, 2009.**

REPORT: **Embargoed report** is available upon request. CEP's President and CEO Jack Jennings is available for interviews by contacting Chloe Louvouezo at (202) 955-9450 ext. 320 or clouvouezo@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.