

# INVESTING IN WHAT WORKS

## COMMUNITY-DRIVEN STRATEGIES FOR STRONG PUBLIC SCHOOLS IN GEORGIA

Amendment I proposes changing Georgia's constitution to allow the state to takeover "low performing" schools. But there are more effective ways to address the needs of our challenged schools. Here are eight of them.

### 2 School Leaders

School leaders who give teachers a voice, actively engage parents/communities & foster collaboration have greater success in transforming low-performing schools.

### 3 Quality Teaching

Research confirms that investing in teachers on an ongoing basis improves learning outcomes. A Georgia survey found 87% of districts cut funds for teacher professional development last year.

### 4 Restorative Practices

Many school districts are turning to restorative practices and positive behavior interventions to replace the zero-tolerance discipline policy, recognizing that it make schools no safer and pushes students out of school, sometimes forever.

### 1 Pre-K & Early Childhood Education

Research shows that children who participate in pre-K are more likely to be employed, less likely to need public assistance, and more likely to graduate from college as adults.

### 6 Wrap-around Supports

Students cannot learn to their full potential when they are hungry, exhausted, ill or when their parents cannot support them at home. Community schools bring health services and other supports right to the school.

### 8 Investment, Not Divestment

Education costs money and investing in it is worth it. The lack of funding for Georgia schools has predisposed them to academic distress -- growing class sizes, teacher/support staff layoffs and program cuts.

### 7 Parent-Community Ties

An increasing body of research suggests that strengthening ties between schools and communities is a critical aspect of effective turnaround. Engaging parents in school programming helps them feel more committed to the school.

### 5 Strong & Relevant Curriculum

Austerity cuts have forced districts to reduce or eliminate meaningful art, music and elective programs. Many students do better when they see their lives reflected in their curriculum.

To see the full report:  
[southerneducation.org/InvestingInWhatWorks](http://southerneducation.org/InvestingInWhatWorks)

To learn about state takeovers:  
[reclaimourschools.org/updates/out-of-control](http://reclaimourschools.org/updates/out-of-control)

# FACT CHECK

Takeover schools\* are more often in communities of color.

TAKEOVER SCHOOLS      SCHOOLS GIVEN "A"s

**95.9%**      **41.5%**

BLACK  
HISPANIC  
& OTHER

BLACK  
HISPANIC  
& OTHER

**4.1%**      **58.5%**

WHITE

WHITE

Takeover schools\* are more often in the most high-poverty communities.

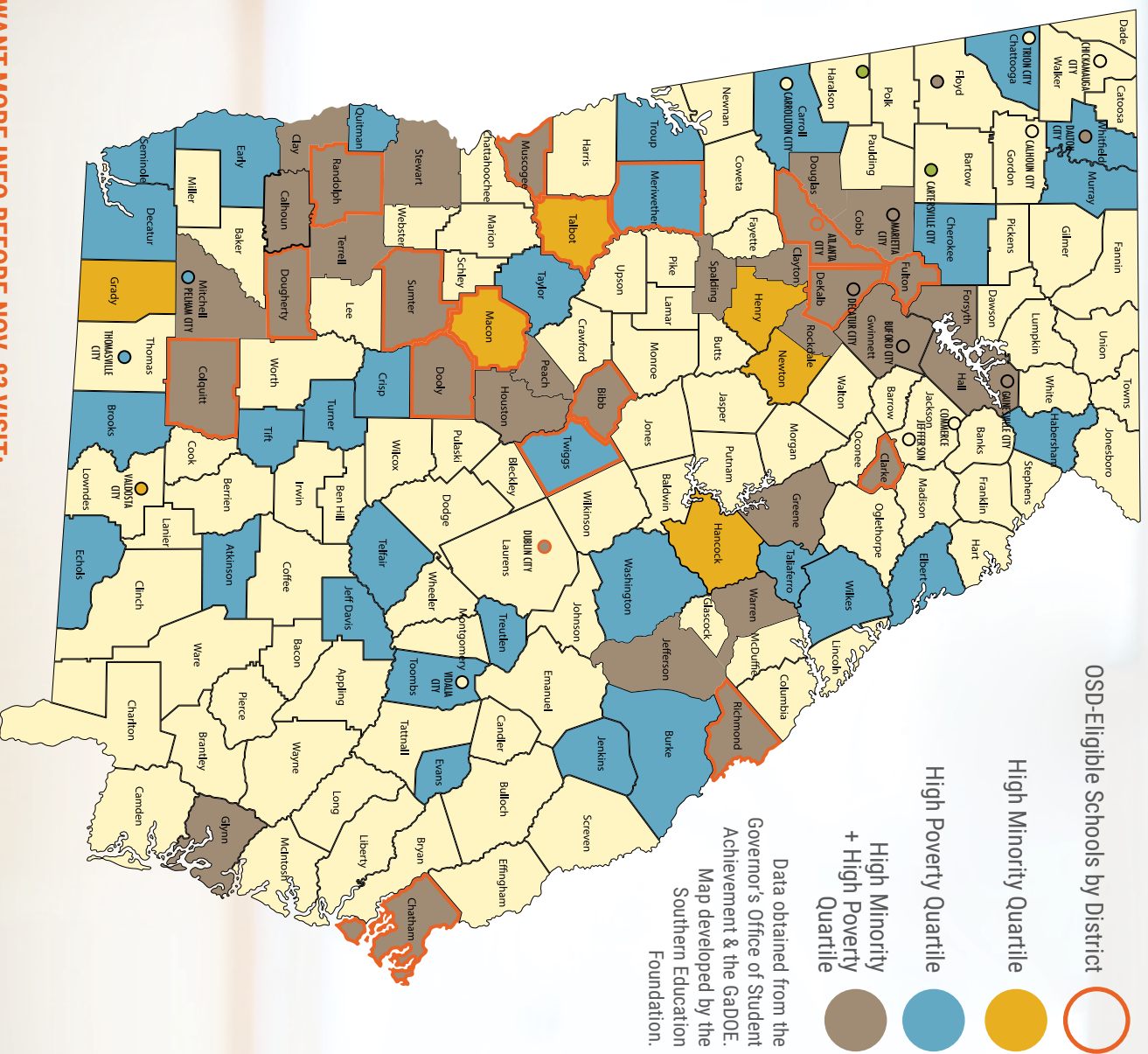
TAKEOVER SCHOOLS      SCHOOLS GIVEN "A"s

**95%**      **27%**

STUDENTS RECEIVE FREE/REDUCED LUNCH

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\*Takeover schools are those schools identified by three years of low performance according to the College Career Ready Index



**WANT MORE INFO BEFORE NOV. 8? VISIT:**  
[southerneducation.org/investinginwhatworks](http://southerneducation.org/investinginwhatworks)  
[reclaimourschools.org/updates/out-of-control](http://reclaimourschools.org/updates/out-of-control)  
[opportunityunknown.com](http://opportunityunknown.com)