Lawmakers in nearly a dozen states have passed, or are considering legislation that creates a state-run school “district” that is empowered to seize control of individual low-performing schools. State-run districts are in place in Louisiana, Michigan and Tennessee.

**The takeovers are targeted:** There are 116 schools currently operating in state takeover districts in Louisiana, Michigan and Tennessee. Of the 44,000 students enrolled in these schools, 96% are African American or Latino.

**Most schools, once absorbed by the state district, are converted to charters.** Although all 3 state takeover laws provided for other options, 107 of the 116 schools currently operating have been converted to charter schools.

**Charter schools are not governed by elected representatives but by appointed, non-profit boards.**

**A new takeover district is on the ballot in Georgia this year.** In Georgia, 50% of public school students statewide are African American and Latino, and 62% are considered economically disadvantaged. In the schools targeted for takeover should the proposal pass, 94% of students are African American or Latino, and 95% are economically disadvantaged.

**Student results have not justified the takeovers.** In Louisiana where the Recovery School District (RSD) is the nation’s first all-charter district, 41% of the schools received a D or F grade under the state’s accountability system.

**Research and analysis of successful school reform efforts has pointed to several supports that are consistently associated with stronger student outcomes. These include:**

1. Access to high quality early childhood and pre-K programs.
2. Collaboration, and stability in school leadership.
3. Good teaching, by experienced educators.
4. A learning environment centered on students, and positive and restorative discipline practices.
5. A rigorous curriculum that is broad, engaging and culturally relevant.
6. Wraparound supports like health services, vision and dental care, after-school sports leagues and more, for both students and the broader community.
7. Deep parent, community and school ties.
8. Investment in schools, not constant budget cutbacks and efforts to educate students on the cheap.


And also: Community Schools: Transforming Struggling Schools into Thriving Schools. Center for Popular Democracy. February 2016

“The way that (the ASD) was implemented, it gave the families a feeling that they were being punished or isolated from the rest of the school system because of the performance of the school.”

Chris Caldwell, Shelby County School Board

“I think everyone would like to find a way to gracefully put an end to the EAA.”

President of Michigan’s State Board of Education

The truth is, state takeover districts aren’t really about improving student learning. They’re about money, power and control. They are being promoted by national charter advocacy groups and groups seeking to privatize public education.

Learn more: www.reclaiomourschools.org