



**EPSL** | **EDUCATION POLICY STUDIES LABORATORY**  
Education Policy Research Unit

**\*\*\*NEWS RELEASE\*\*\***

**FOR IMMEDIATE RELEASE**

**65% SOLUTION IS NO SOLUTION, REPORT SAYS**

**CONTACT:** Gerald W. Bracey (703) 317-1716 (email) [gbracey1@verizon.net](mailto:gbracey1@verizon.net) or  
Alex Molnar (480) 965-1886 (email) [eps1@asu.edu](mailto:eps1@asu.edu)

TEMPE, Ariz. (Monday, April 10, 2006) — The “65% Solution,” a proposal to require that schools spend 65 percent of their budgets on in-class instruction, has no solid evidence to support its promise of increased student achievement, according to “A Policy Makers Guide to ‘The 65% Solution’ Proposals,” a report released by the Education Policy Studies Laboratory at Arizona State University.

Report author Gerald Bracey found that school districts currently spending 65 percent or more of their budget on “in-class instruction” do not have higher achievement levels than districts that spend less. The “65% Solution” also has serious definitional problems, according to Bracey. For example, administrators, library/media services, guidance counselors, testing, and professional development for teachers would not be considered “in the classroom,” but football uniforms would be.

Bracey concludes that the “65% Solution” is a one-size-fits-all pseudo-reform that disguises a political agenda. It would make it harder for schools to adopt diverse strategies to increase achievement. Further, Bracey argues that “its reallocation formula assumes that current funding for schools is sufficient, an assumption contradicted by numerous successful ‘adequacy’ suits.” He recommends that:

1. Schools and school districts decide what outcomes they would consider improved performance, examine the research literature to determine what practices have been empirically linked to changes in those outcomes, and reallocate funds to attain the improvements; and
2. Schools allocate new funds or reallocate existing funds at the school level, with district oversight.

Find this document on the web at:

<http://www.asu.edu/educ/epsl/EPRU/documents/EPSSL-0603-122-EPRU.pdf>

**CONTACT:**

Gerald W. Bracey  
Independent Researcher  
(703) 317-1716  
[gbracey1@verizon.net](mailto:gbracey1@verizon.net)

Alex Molnar, Professor and Director  
Education Policy Studies Laboratory  
(480) 965-1886  
[epsl@asu.edu](mailto:epsl@asu.edu)  
<http://edpolicylab.org>

The Education Policy Research Unit (EPRU) conducts original research, provides independent analyses of research and policy documents, and facilitates educational innovation. EPRU facilitates the work of leading academic experts in a variety of disciplines to help inform the public debate about education policy issues.

Visit the EPRU website at <http://educationanalysis.org>

The Education Policy Studies Laboratory (EPSL) at Arizona State University offers high quality analyses of national education policy issues and provides an analytical resource for educators, journalists, and citizens. It includes the Arizona Education Policy Initiative (AEPI), the Commercialism in Education Research Unit (CERU), the Education Policy Research Unit (EPRU), and the Language Policy Research Unit (LPRU). The EPSL is directed by Professor Alex Molnar.

Visit the EPSL website at <http://edpolicylab.org/>