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Great City Schools Support Initial Draft Of National Education Standards

WASHINGTON, Sept. 21 – Calling for the development of national education standards a few years ago, the Council of the Great City Schools, the coalition of the nation’s largest big-city school districts, supports the official public draft of the common core state standards released today and backs the next steps in the development process.

The National Governors Association Center for Best Practices and the Council of Chief State School Officers issued the draft college- and career-readiness standards in English-language arts and mathematics as part of the Common Core State Standards Initiative, led by state governors and chief state school officers.

The Council of the Great City Schools contributed to the development of the draft standards and has volunteered to have urban districts serve as initial test sites.

“The development of national standards presents our city school districts with an excellent opportunity to raise expectations and improve instruction for our inner-city kids,” says Council Executive Director Michael Casserly.

A panel of urban educators, called the National Education Standards Review Committee of the Council of the Great City Schools, gave initial input to the draft core state standards and will continue efforts to fine-tune them.

“Every one of our students deserves the opportunity to graduate from high school with the knowledge and skills necessary for college and career success,” says Boston Public Schools Superintendent Carol Johnson, who chairs the panel.

“These national standards help raise the bar for schools, educators and students alike, moving us closer to our ultimate goal of closing achievement gaps and putting all of our children on the path to a bright future,” she adds.

The Council was the first group of education officials nationally to endorse common education standards. “The nation cannot expect to raise student performance and remain economically competitive when each state sets its own standards, its own definitions of proficiency and measurement criteria,” stresses Casserly. ###