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MEDIA ADVISORY

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Nation's Urban Schools Making Measurable Gains, New Study Shows

Trends in Math and Reading on State Assessments Analyzed

Editors: Report Features National Analysis of Big-City School District Performance, as well as City-by-City Data, including Achievement Gaps by Race, Language, Disability and Income

WASHINGTON, March 18 – Are urban schools improving academically? Are urban schools closing achievement gaps?

These are the questions posed in a new study on state-mandated assessments for 2009 in math and reading from 65 major city school systems in 37 states and the District of Columbia. The report also includes student achievement data in large cities and city districts participating in the Trial Urban District Assessment (TUDA) of the National Assessment of Educational Progress (NAEP).

The new report, *Beating the Odds -- Analysis of Student Performance on State Assessments and NAEP*, which is being released by the Council of the Great City Schools, shows evidence of a parallel upward trend of big-city school districts on state and national tests.

The study finds improvements over time, and gives trend data.

It also includes data on each of the 65 big-city school districts in the report.

***Beating the Odds* will be released on Monday, March 22, 10 a.m., Eastern, at the Mayflower Hotel, 1127 Connecticut Avenue, N.W., Chinese Room., Washington, DC. Speakers include:**

- Michael Casserly, executive director, Council of the Great City Schools
- Superintendent Winston Brooks of Albuquerque Public Schools
- Superintendent Maria Goodloe-Johnson of Seattle Public Schools

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