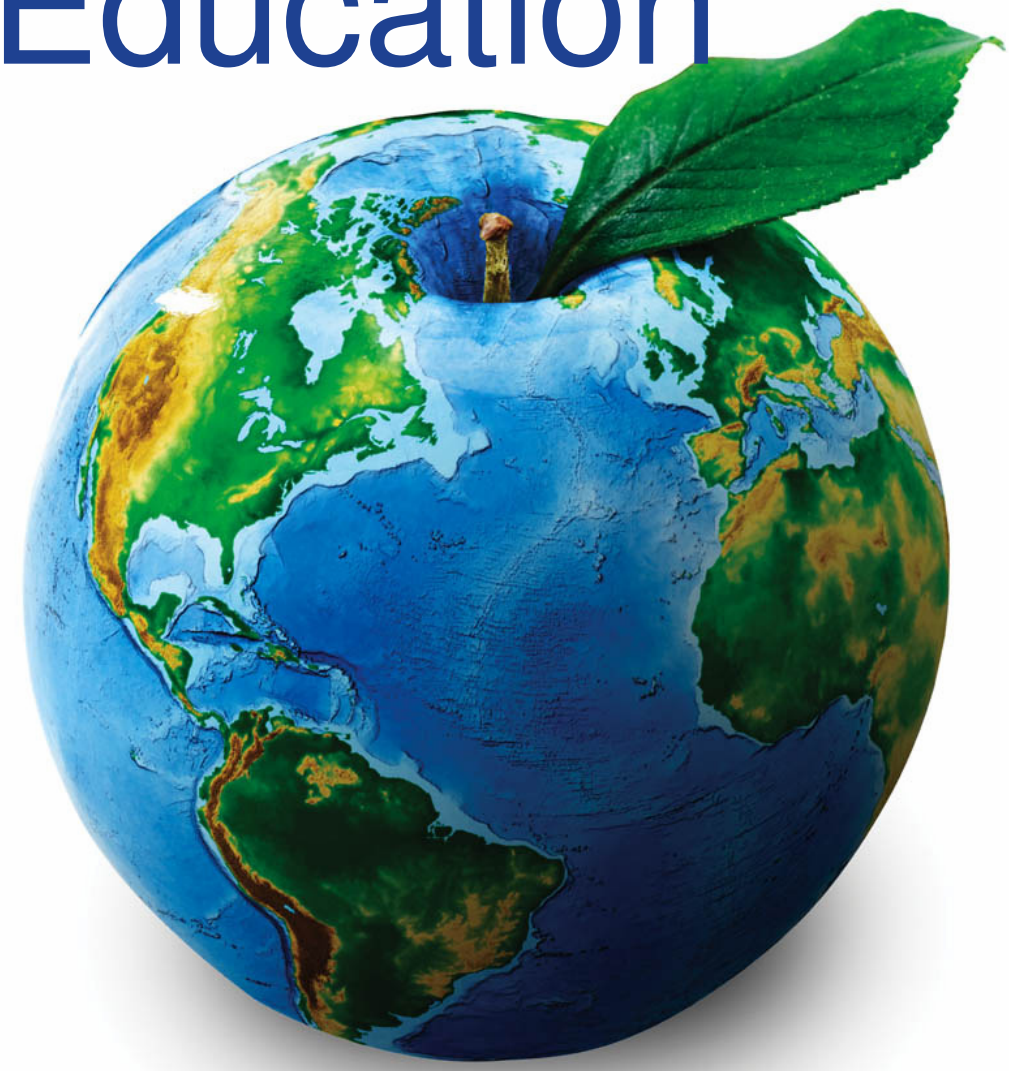
U.S. K-12 Education



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Kelli Wells
Director, U.S. Education, GE Foundation

GE Foundation: U.S. Education

What is the value of a U.S. education?

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Growing Need for Higher Levels of Educatio

Projections of Education Shortages and Surpluses in 2012

Shortage	Surplus
	Bachelor's Degree
	Associates Degree
	Some College

Source: Analysis by Anthony Carnevale, 2006 of Current Population Survey (1992-2004) and Census Population Projection Estimates

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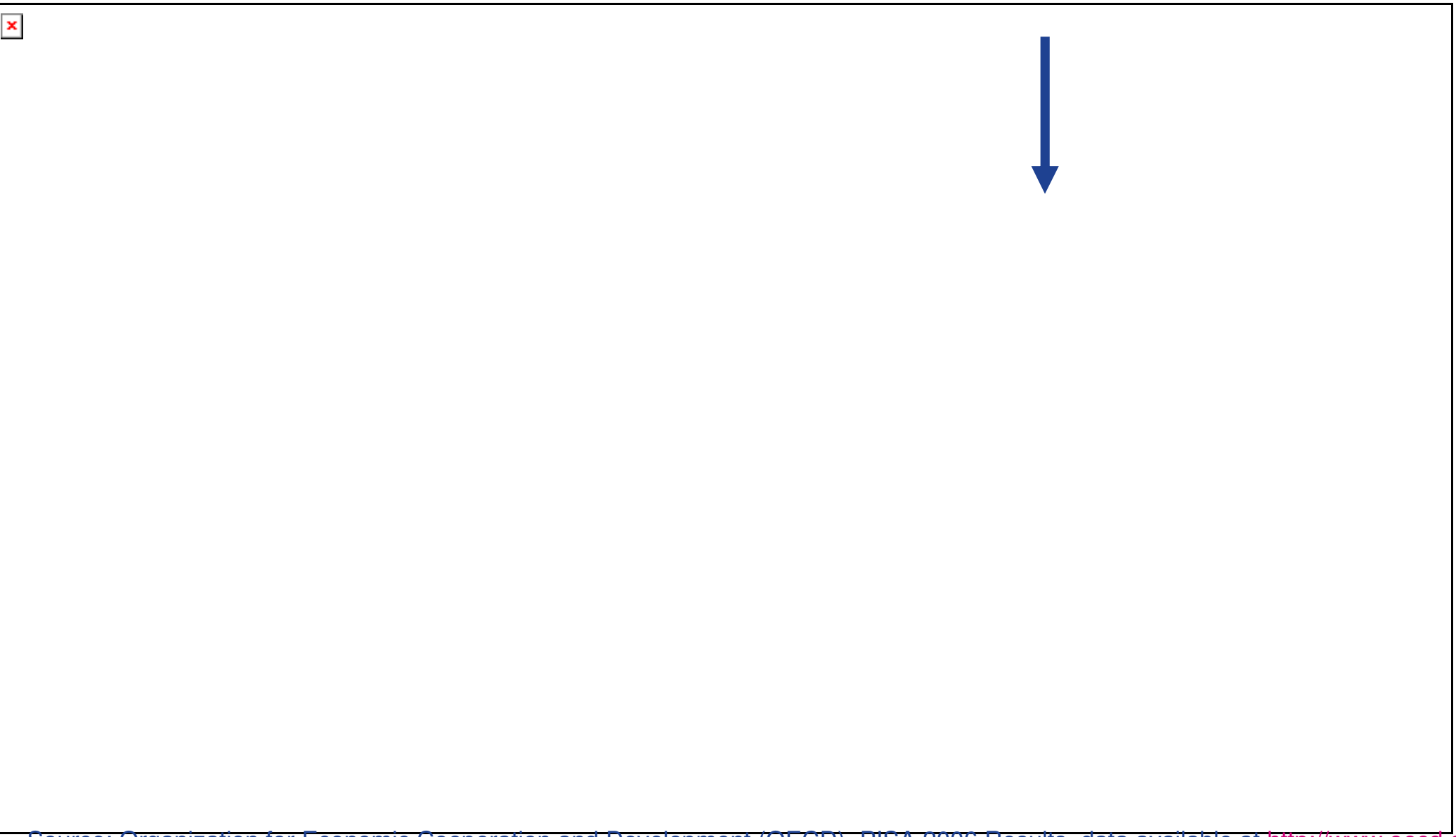
What are the challenges in U.S. education?

PISA 2006: U.S. Ranked 21st out of 30 OECD Countries in Science



Source: Organization for Economic Cooperation and Development (OECD), PISA 2006 Results, data available at http://www.oecd.org

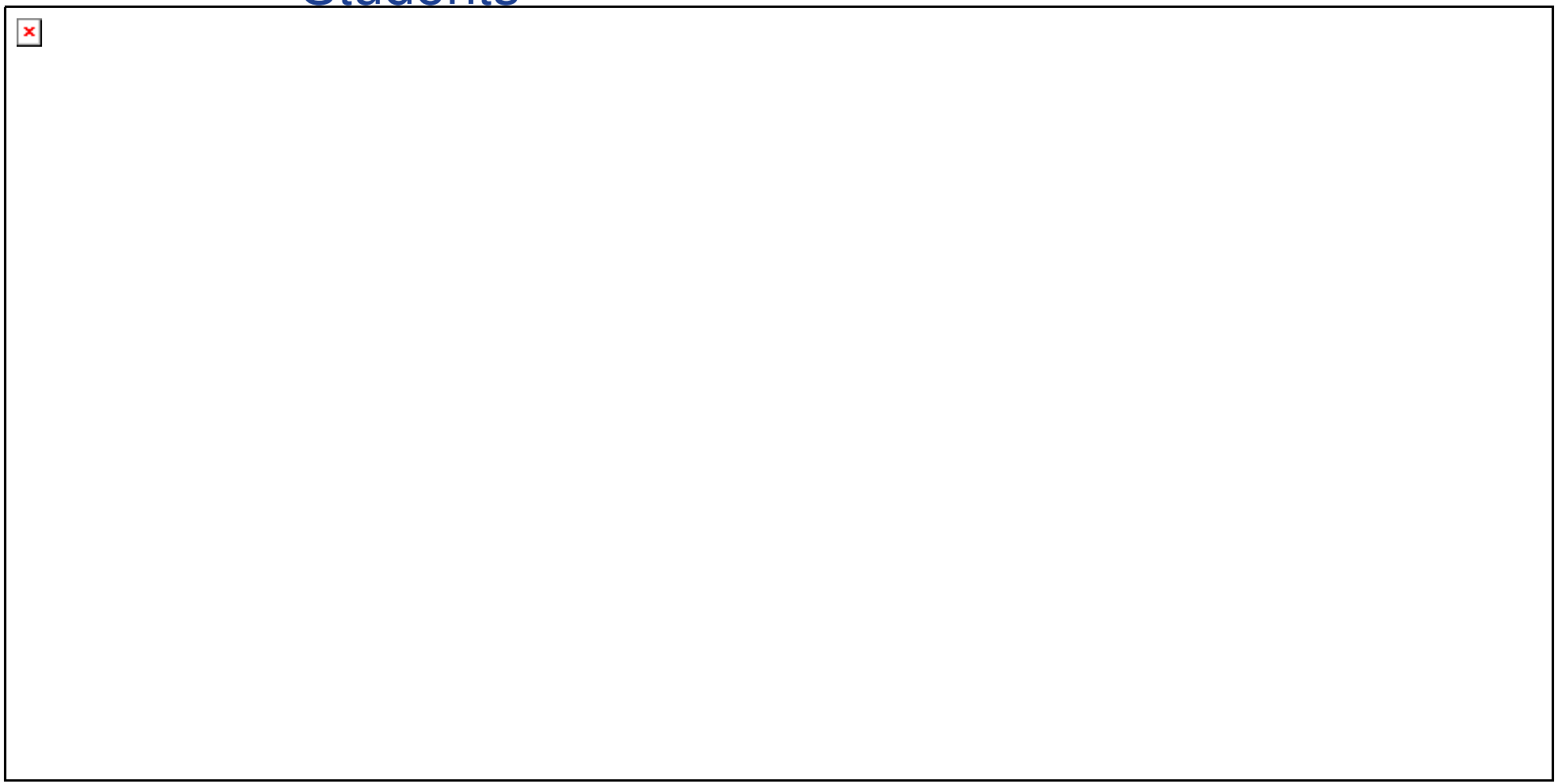
PISA 2006: U.S. Ranked 25th out of 30 OECD Countries in Mathematics

Source: Organization for Economic Cooperation and Development (OECD), PISA 2006 Results, data available at http://www.oecd.org/

Problems are not limited to our high-poverty and high-minority schools . . .

One-Third of American Students Nationally Are at a “Below Basic” Level in Math

2005 NAEP Grade 8 Math, All Students



Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/

Our 15-year-olds have a worse average scale score in mathematics than most of their international peers.

Closest Competitor?

Latvia

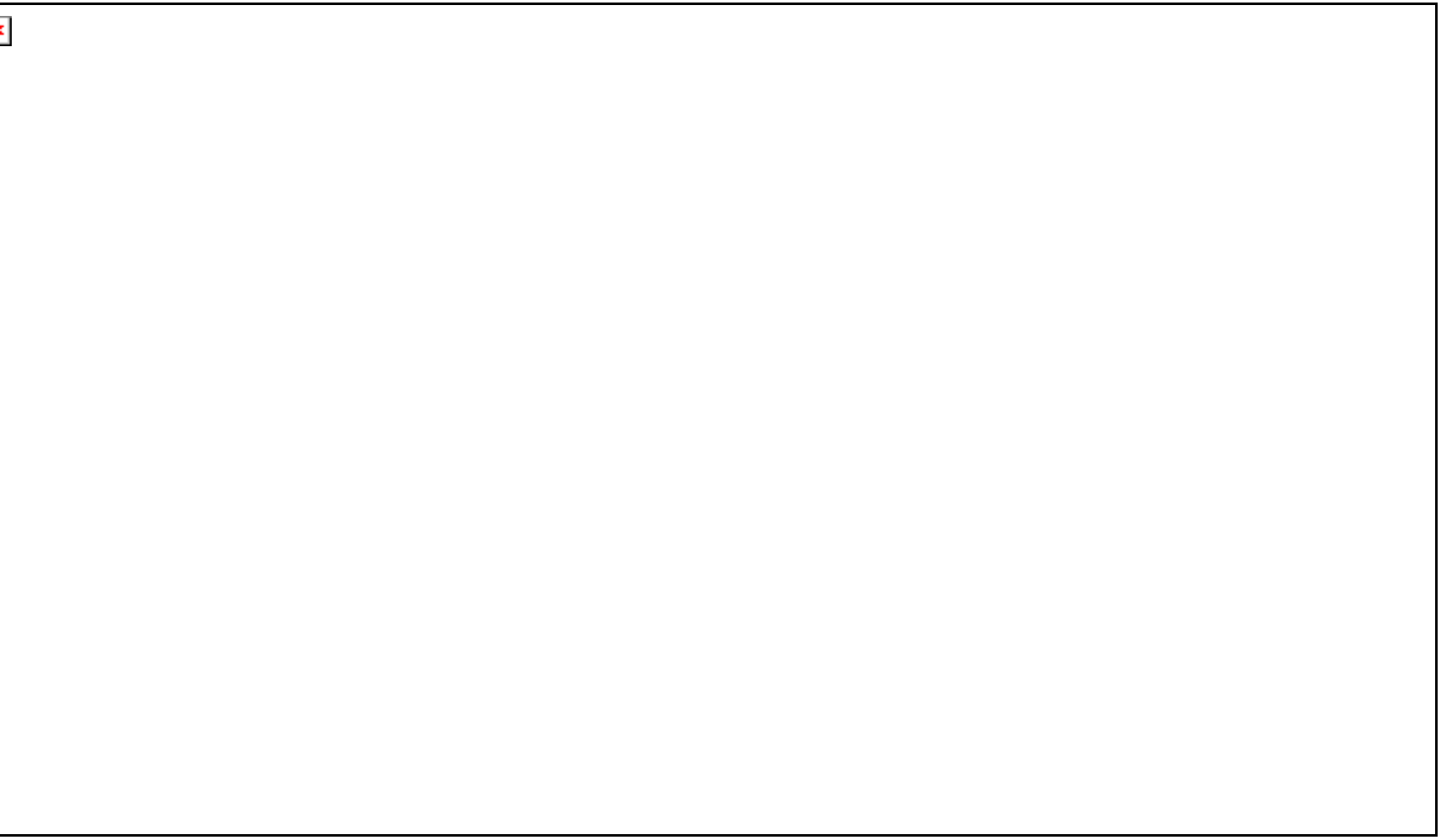
Source: OECD Problem Solving for Tomorrow's World. 2004

And those numbers represent the students who remain in high school.

What do US high school graduation rates look like today?

Students Graduate From High School At Different Rates

* 4-Year Graduation Rates



Source: Jay P. Greene and Marcus A. Winters, The Manhattan Institute, 2006. Leaving Boys Behind: Public High School Graduation Rates for the class of 2003.

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Who decides the standards for math and science?

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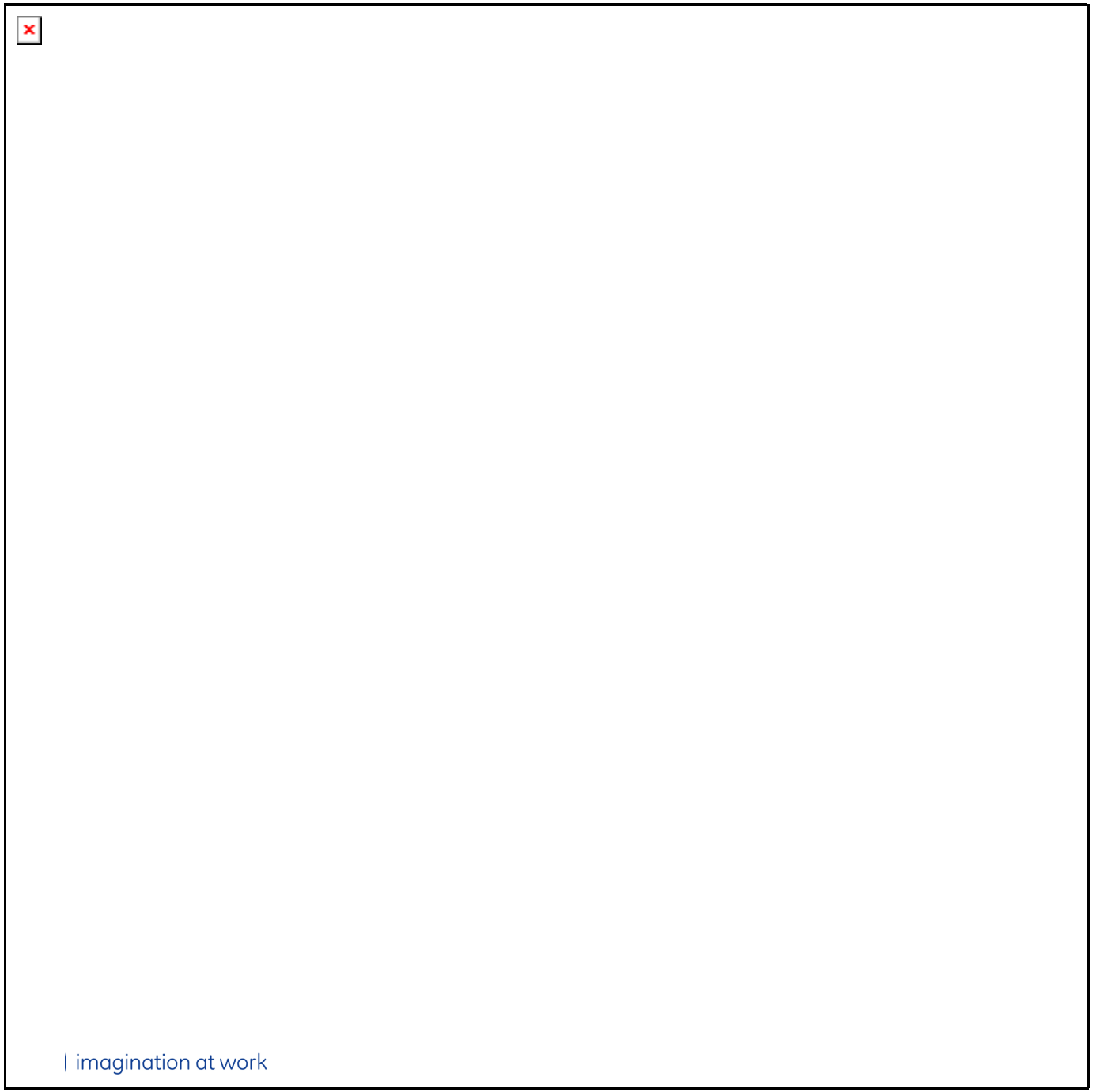
21 States' Mathematics Standards

Top Achieving Countries' Mathematics Curriculum



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If a teacher is weak is it due to lack of skill or content knowledge?

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U.S. Mathematics Teacher Preparation

Reporting Mathematics Majors or Minors- Sampling of 60 Districts across Michigan and Ohio

Teachers of Grade N	Math Major Reported	Math Minor Reported	No Math Specialization Reported
1	.6	2.4	97.0
2	.6	1.8	97.5
3	.4	1.9	97.7
4	.5	4.4	95.1
5	1.2	8.6	90.2
6	1.0	8.4	90.6
7	15.8	21.8	62.4
8	18.1	18.5	63.4
9	35.7	26.8	37.5
10	51.2	23.3	25.5
11	36.7	36.7	36.6
12	52.9	27.3	19.8
	Aggregated across grades		
1-3	.5	2.1	97.4
4-5	0.8	6.3	92.8
6-8	10.0	14.6	75.4
9-12	49.7	27.5	22.8

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Think about your experience with your own children or children you know and what do you think is their attitude toward their own test scores?

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Developing Futures in Education™ is a $125 million investment aimed at increasing college-going rates and achieving systemic change across five to six U.S. school districts.

Grant Elements

- Constituency Engagement
  - Internal (teachers, union, Board of Ed, administration)
  - External (business, community, parents)
- Capacity building
  - GE Toolkit (lean, CAP, W/O)
  - Expert education consultants
- Common Curriculum
  - High quality Math & Science
  - Common for all schools in district
- Professional Development
  - Training in content and delivery
  - Sustainable learning communities
- GE Engagement
  - Senior GE Executive leadership
  - Pro bono functional capacity building
- Evaluation
  - Outcome and process measures
  - Direct observation, tests, surveys

Broader Impact

Standards

What should kids know?

Curriculum

What information do we give them?

Assessment

How do we test?

Professional Development

How do we prepare the teachers?

“A mile wide and an inch deep” is failing our children… even those who pass.

What can education foundations do to help…

- Drive change locally
- Create a national agenda locally
- Enable/create incentives for your best teachers to teach in your most challenging schools
- Deepen your focus….create new ideas
- Provide opportunities for community involvement

Thank you

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