

# Developing Futures™ and Consortium for Policy Research in Education

## How Competitive is America in Education?

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Over the last several years, the U.S. has fallen behind other nations in education. The U.S. ranks 25<sup>th</sup> out of 34 Organisation for Economic Co-operation and Development (OECD) countries in math and 17<sup>th</sup> out of 34 in science. In fact, out of every 100 students who enter the ninth grade<sup>1</sup>:

- 78 will graduate high school
- 58 will enter college or a vocational school
- 20 will graduate a four-year college<sup>2</sup>

## What is Developing Futures™ in Education?

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The GE Foundation believes that a quality education can help prepare young Americans – especially those in underserved urban communities – for careers in the global economy. The *Developing Futures™* in Education program addresses this issue by supporting high-impact initiatives that improve access to, and the equity and quality of, public education. Since the program's inception in 2005, GE Foundation has committed substantial expertise and more than \$200 million to a set of urban school districts to improve public education and enhance student achievement in math and science. Its mission is to apply proven GE business practices to accelerate change and create a culture of collaboration, innovation and accountability in support of college- and career-readiness.

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**“WE FOUND STRONG EVIDENCE THAT THE GE FOUNDATION’S EFFORTS SIGNIFICANTLY CONTRIBUTED TO IMPROVEMENTS IN STUDENT MATHEMATICS TEST PERFORMANCE ACROSS THE PARTNER DISTRICTS.”**

– Consortium for Policy Research in Education (CPRE)

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## How does it work?

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With strong emphasis on engaging stakeholders across the spectrum, the *Developing Futures™* in Education's works by

1. Facilitating school board, teacher organizations, and district leaders working together to articulate system goals and priorities
2. Helping district leaders to build systemic change processes and develop internal management capacity, and;
3. Supporting district science and mathematics initiatives through materials.

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<sup>1</sup> Fleischman, H.J., Hopstock, P., Pelczar, M., Shelley, B, and H. Xie. 2010. *Highlights from PISA 2009: Performance of U.S 15-Year-Old Students in Reading, Mathematics, and Science Literacy in an International Context.*

<sup>2</sup> <http://www.changemag.org/Archives/Back%20Issues/2011/May-June%202011/first-in-the-world-full.html>

## What results have we seen?

Since 2010, the Consortium for Policy Research in Education (CPRE) has conducted external evaluations of *Developing Futures™* in Education initiatives in school districts. In the report summarized here, report authors Philip Sirinides, Jonathan Supovitz, Namrata Tognatta, and Henry May analyzed the longitudinal impact of *Developing Futures™* on students' performance in mathematics in four school districts that have worked with the GE Foundation for at least four years: Cincinnati, Ohio; Erie, Pennsylvania; Jefferson County (Louisville) Kentucky; and Stamford, Connecticut. Download the full report, entitled "The Impact of the GE Foundation *Developing Futures™* in Education Program on Mathematics Performance Trends in Four Districts", and other research on GE Foundation initiatives at [www.cpre.org/df](http://www.cpre.org/df).

## What methodology was used?

To assess how student achievement in mathematics changed after the introduction of *Developing Futures™*, CPRE employed a sophisticated statistical technique called multi-level interrupted time series analysis. The group analyzed thousands of individual student mathematics achievement results and student and school demographic data for a period of up to ten years in each district. CPRE compared performance trends both before and after the GE Foundation began working with each district.

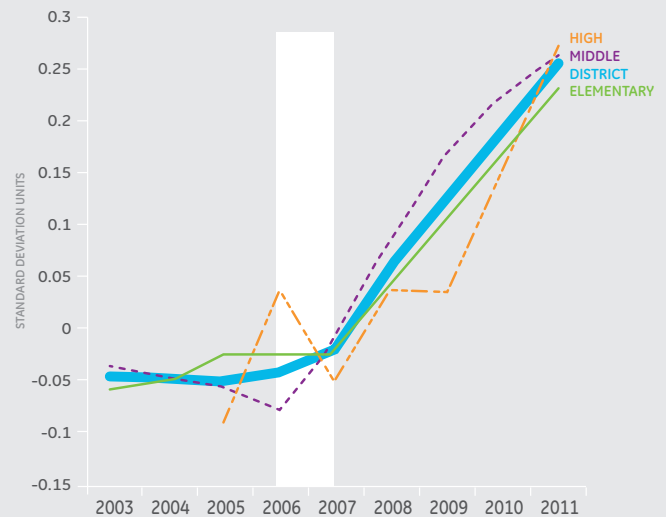
## What were the findings?

Overall, strong and statistically significant evidence demonstrated that GE Foundation's efforts made a meaningful contribution to improvements in student math test performance across the partner districts. As shown in the graphs below, the introduction of GE Foundation support marked the beginning of statistically significant gains on end-of-year state test performance.

- The initial effects in the Jefferson County Public Schools were notably large, while students in Cincinnati and Stamford made smaller immediate gains but demonstrated increased rates of learning over time.

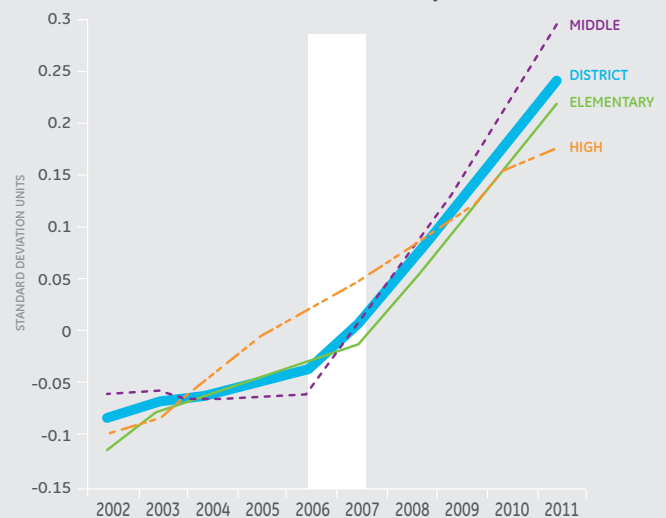
The white bar in the graphs indicates initiation of GE Foundation *Developing Futures™* Program

### CINCINNATI, OH



- In the 2006-2007 school year, when *Developing Futures™* was introduced, there was a statistically significant upward trend in overall math performance
- The trend was consistent across elementary, middle and high school students

### STAMFORD, CT



- Improvement was consistent in overall math performance in Stamford
- Positive and statistically significant improvements across elementary, middle and high school students, following the introduction of *Developing Futures™* were noted

The white bar in the graphs indicates initiation of GE Foundation *Developing Futures™* Program

## ERIE, PA



- Math performance in Erie was already declining from 2005-2007, prior to the district's introduction of *Developing Futures™*
- Performance stabilized in math across both elementary and middle schools from 2008-2011
- From 2008-2011, the period analyzed, the GE Foundation did not focus its support in Erie's high schools

- In Erie, the introduction of *Developing Futures™* marked the stabilization of prior negative trends in mathematics performance in the district.

Across districts in the elementary grades, CPRE noted that by the final year of the study, student performance in all four districts exceeded what was expected based on the pre-GE Foundation trend. This suggests that GE Foundation-supported district efforts may have focused on the early grades in terms of implementation, effectiveness, or both.

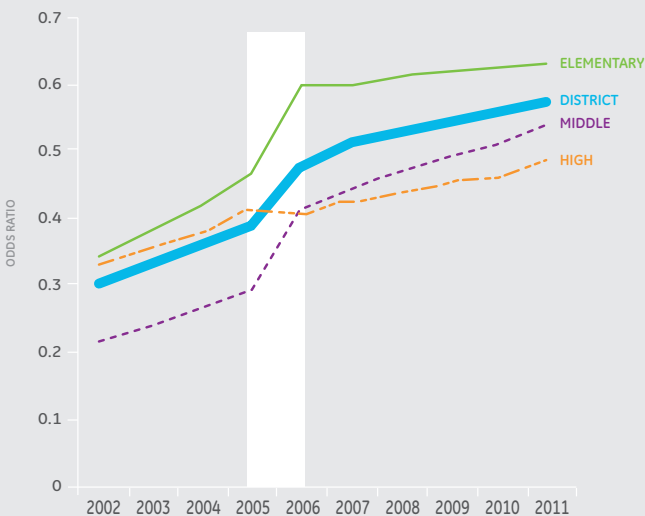
## About CPRE

Since 1985, the Consortium for Policy Research in Education (CPRE) has brought together renowned experts from major research universities to improve elementary and secondary education by bridging the gap between educational policy and student learning. CPRE researchers employ a range of rigorous and innovative research methods to investigate pressing problems in education today. Browse CPRE's full library of research and download reports for free at [www.cpre.org](http://www.cpre.org).

## About the GE Foundation

The GE Foundation, the philanthropic organization of GE, works to solve some of the world's most difficult problems. With its partners, the GE Foundation focuses its efforts in the areas of health, education, the environment and disaster relief. In 2012, the GE family invested more than \$219 million to global community and educational needs. For more information, visit [www.gefoundation.com](http://www.gefoundation.com).

## JEFFERSON, KY



- There was a surge in math achievement at the elementary and middle school level in 2005-2006, when *Developing Futures™* was introduced
- From 2006 to 2011, the early overall significant gains were sustained