

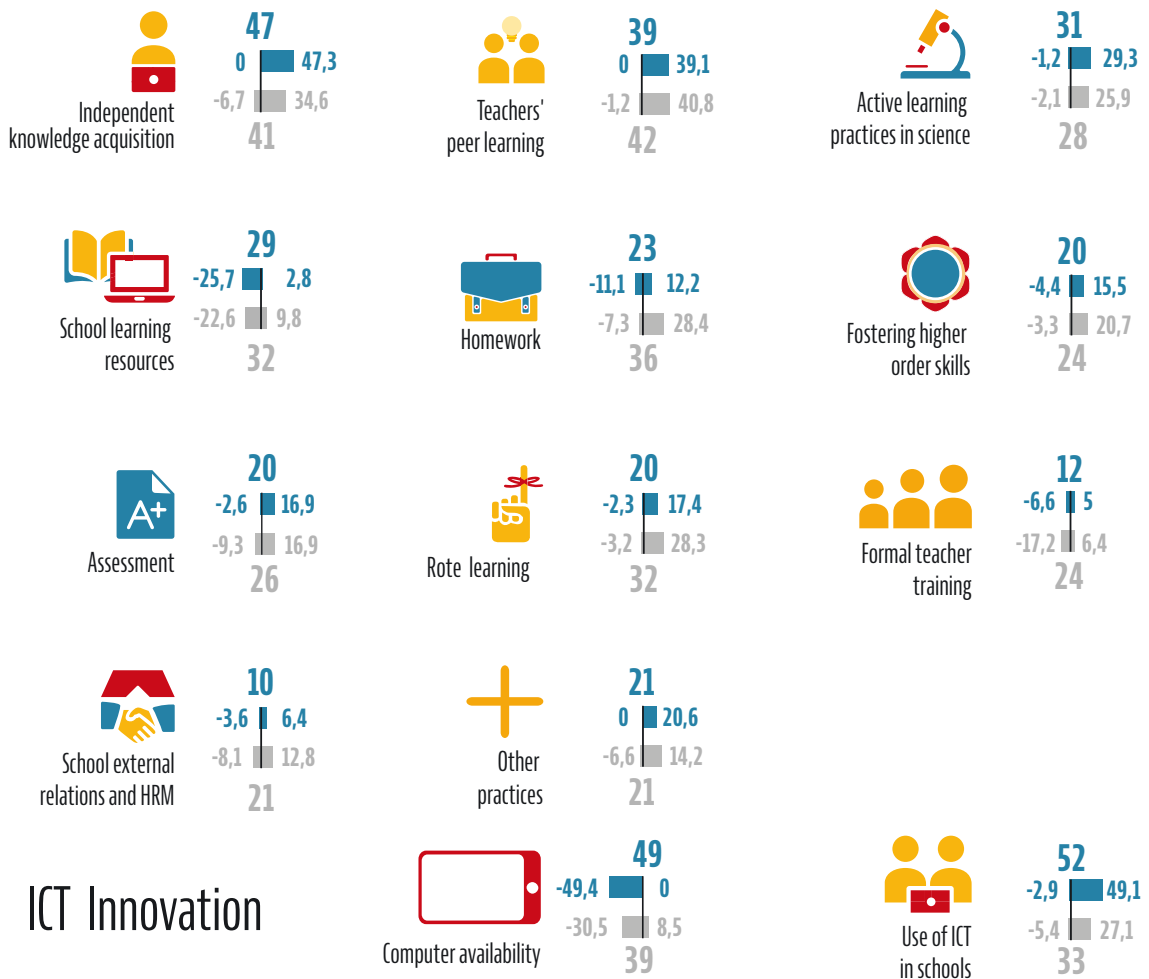
United States 25 | Education Innovation Index

OECD average 30

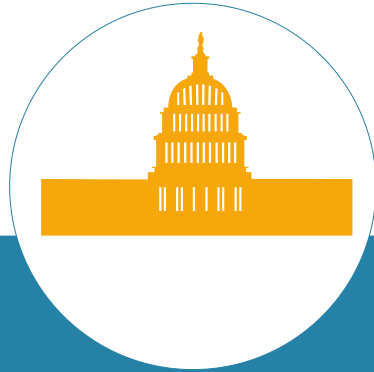
Innovation in education by category



Innovation in education by type of practice



The indices indicate innovation intensity from small (below 20) to large (over 40). When displayed, positive and negative values show how much of the index corresponds to a expansion and contraction of the covered practices between 2006 and 2016. Authors' calculations based on the PIRLS, PISA and TIMSS databases.



United States

Between 2006 and 2016, the United States experienced modest innovation in its education practices, much less than in other OECD systems. Innovation was almost equally distributed between primary and secondary education. Innovation at the disciplinary level followed the OECD pattern, with more innovation in maths, followed by science and then reading, in all cases markedly smaller than the OECD average. Innovation related to technology was large, taking the form of a higher than average drop in access to computers in schools but also higher than average expansion in the use of ICT in class. Independent knowledge acquisition practices in class, usually using computers, spread more than in other systems, while further innovation mainly lay in the scale up of teacher peer learning practices and of active learning practices in science education.

Some trends in educational outcomes



Academic outcome in primary and secondary science
 Academic outcome in primary and secondary maths
 Academic outcome in primary reading
 Student satisfaction in primary education
 Student enjoyment in primary and secondary science lessons
 Teachers' collective ambition for their students in primary and secondary education



Student satisfaction in secondary education
 Teachers' collective self-efficacy in primary and secondary education
 Equity of academic outcomes in primary reading
 Equity of academic outcomes in primary and secondary science
 Equity of academic outcomes in primary and secondary maths

Practices that changed the most

Primary

61 more students in 100 frequently practised maths skills and procedures on computers, reaching a **79%** coverage

37 more students in 100 frequently used computers to look up for ideas and information in maths, reaching a **43%** coverage

30 less students in 100 in science and **28** less in reading had computers (including tablets) available to use during lessons, reaching a **47%** and **70%** coverage respectively

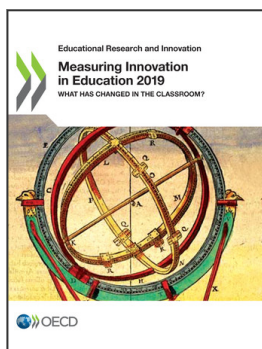
Secondary

44 more students in 100 frequently practised maths skills and procedures on computers, reaching a **57%** coverage

39 more students in 100 frequently used computers to look up for ideas and information in maths, reaching a **42%** coverage

31 more students in 100 frequently processed and analysed data on computers in maths, reaching a **35%** coverage





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