



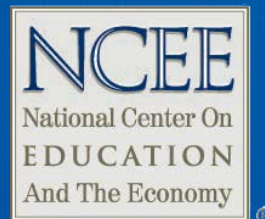
CENTER ON INTERNATIONAL
EDUCATION BENCHMARKING
LEARNING FROM THE WORLD'S HIGH PERFORMING EDUCATION SYSTEMS

GAP ANALYSIS

For the Maryland Commission on Innovation & Excellence in Education

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October Meeting

- At your Oct. meeting we:
 - Analyzed what makes top performing international education systems successful,
 - Compared those systems to US student outcomes and policies, and
 - Summed up our findings in the *9 Building Blocks for World-Class Education Systems*.



NCEE's Gap Analysis

- Based on the *9 Building Blocks Framework* and working with the State Department of Education, Higher Education, and other relevant agencies, NCEE will:
 - Look at how Maryland's policies and practices compares to top performing jurisdictions nationally and internationally on the *9 Building Blocks and*
 - Analyze that information and present it to you as you deliberate on where you hope to see Maryland's education system going in the next decade.



Timeline

- This work takes approximately **three months** and includes updating our international data now that both TIMSS and PISA have been released.
- Top performing countries have moved ahead in new areas, such as Singapore's approach to student-centered and problem-based learning or Massachusetts' efforts to develop teacher career advancement systems.
- And, of course, we will gather the most up to date Maryland information in collaboration with the state.



What We Expect to Find

- Our expectation, because Maryland is already such a strong performer, is that the results will help you identify policy priorities building upon the good work and outcomes we already see in the state.
- For example, we know that Maryland's instructional system and high school graduation requirements, compared to other U.S. states is rigorous and comprehensive.
- There has been progress on early childhood education and care.
- Maryland has grown a set of quality pathways to college and career for high school students.



Continuous Improvement

- But the top performers continue to get better.
- They keep setting new and more challenging targets.
- They have continuous improvement systems that enable them to reach those targets.



Continuous Improvement

- The information we will provide the Commission is a deep understanding of what the top US states on NAEP (MA, NH and NJ) and top performers on PISA (Ontario, Canada; Finland; Singapore; and Shanghai) do in each of the Building Blocks as well as their results – in terms of student performance, equity and efficiency – as a consequence of their policies.



Learning from Various Systems

- The top performing systems have not implemented all of the *9 Building Blocks* equally well.
- They use different implementation strategies.
- By looking at multiple systems, a state can see many opportunities to improve both their policies and practices and their implementation strategies.



Other Work from NCEE

- NCEE pioneered this approach to gap analysis when asked by the OECD to do a similar project for the U.S. (*Strong Performers and Successful Reformers*).
- NCEE has also done this sort of gap analysis for the State of Kentucky and is now starting similar projects in Pennsylvania and Indiana.



In Sum

- The gap analysis will only work if the data for Maryland is accurate and up to date. We will be working in collaboration with your state agencies to gather the baseline data for Maryland on each building block.
- We will organize, synthesize and analyze this data against similar data from the top performing states and countries and help you use that data to identify the gaps and establish priorities for Maryland's education system.
- Our plan is to produce interim reports keyed to the topics scheduled for your meetings, so that you can consider the gaps between your performance and the performance of the top performers as you think about what you want for Maryland.

We look forward to working with you

