

Programme for International Student Assessment

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Brussels

7 December 2010

PISA  
OECD Programme for  
International Student Assessment



# PISA 2009

Evaluating systems to improve education

The yardstick for success is no longer improvement by national standards alone but the best performing education systems

Barbara Ischinger

Director OECD Directorate for Education

# PISA 2009 in brief

## □ Over half a million students...

- representing 28 million 15-year-olds in 74 countries/economies

## ... took an internationally agreed 2-hour test...

- Focus on students' capacity to extrapolate from what they know and creatively apply their knowledge in novel situations
- Less emphasis on whether they can reproduce what they were taught

## ... and responded to questions on...

- their personal background, their schools and their engagement with learning and school

## □ Parents, principals and system leaders provided data on...

- support for learning as well as school policies, practices, resources and institutional factors that help explain performance differences .

# PISA 2009 in brief

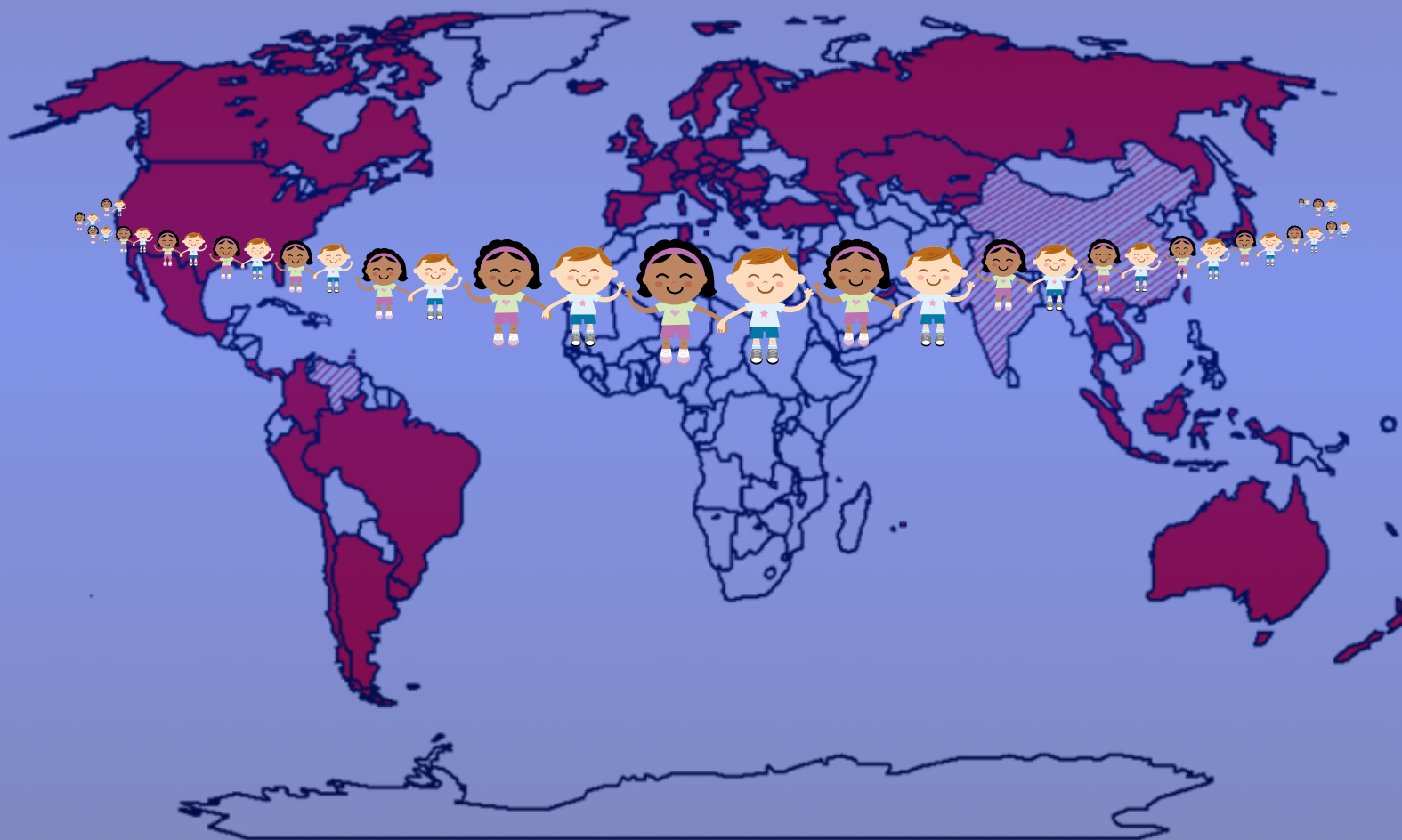
## □ PISA seeks to...

- ... Support governments to prepare students...
  - ... to deal with more rapid change than ever before...
  - ... for jobs that have not yet been created...
  - ... using technologies that have not yet been invented...
  - ... to solve problems that we don't yet know will arise
- ... Provide a basis for policy dialogue and global collaboration in defining and implementing educational goals, policies and practices
  - Show countries what achievements are possible
  - Help governments set policy targets in terms of measurable goals achieved elsewhere
  - Gauge pace of educational progress
  - Facilitate peer-learning on policy and practice .



# PISA countries in 2009

Coverage of world economy 87%



# What 15-year-olds can do

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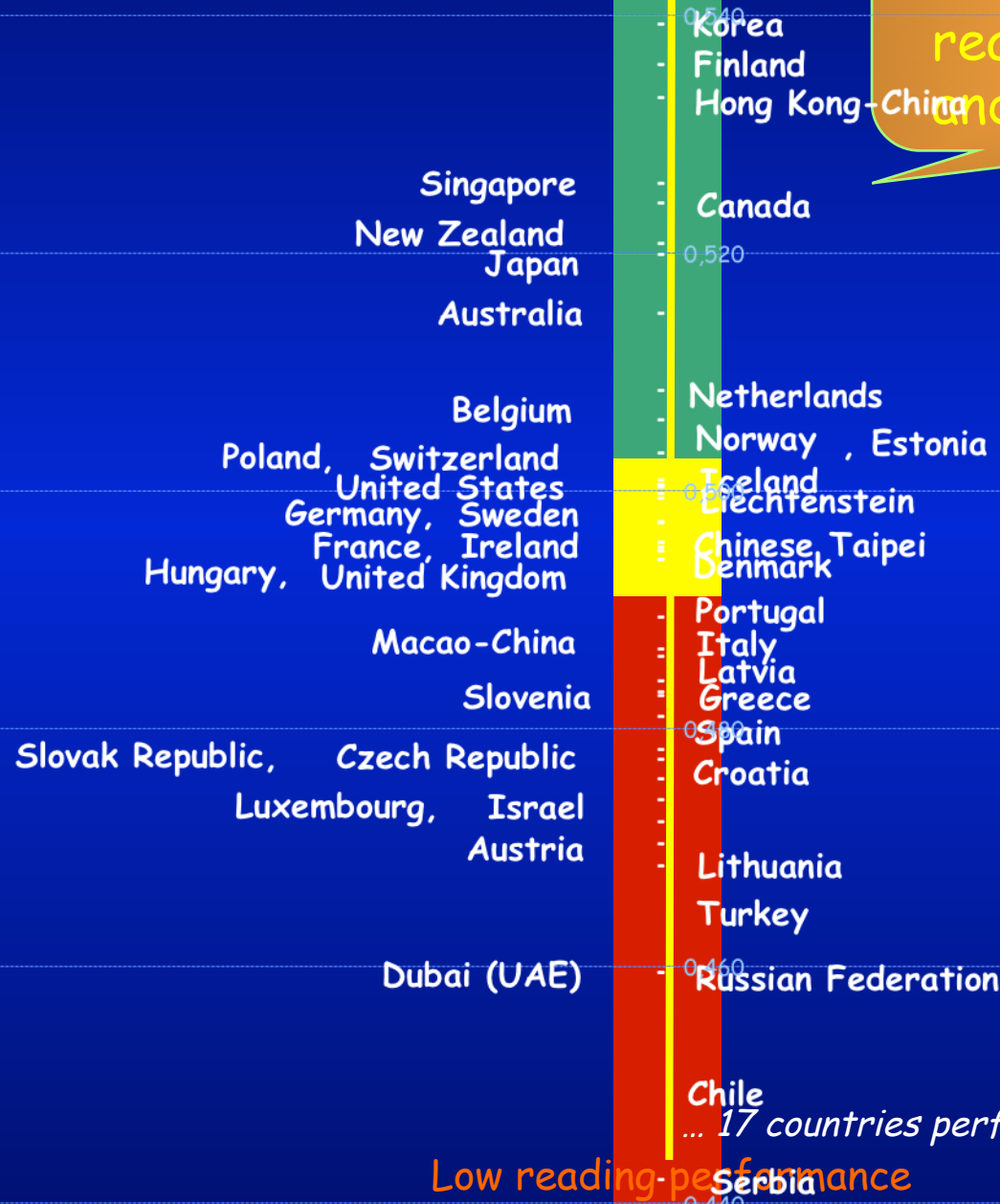
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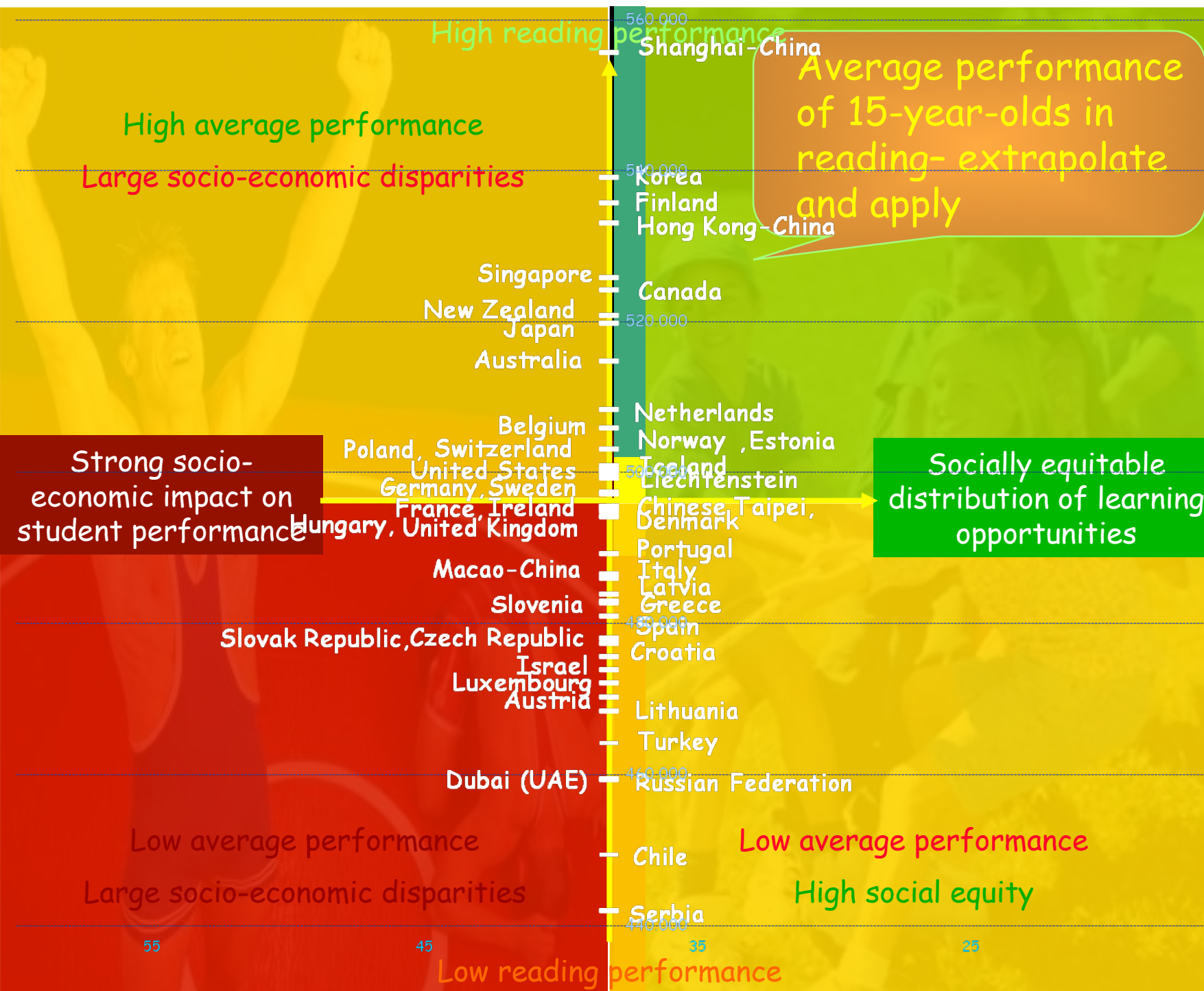
High reading performance

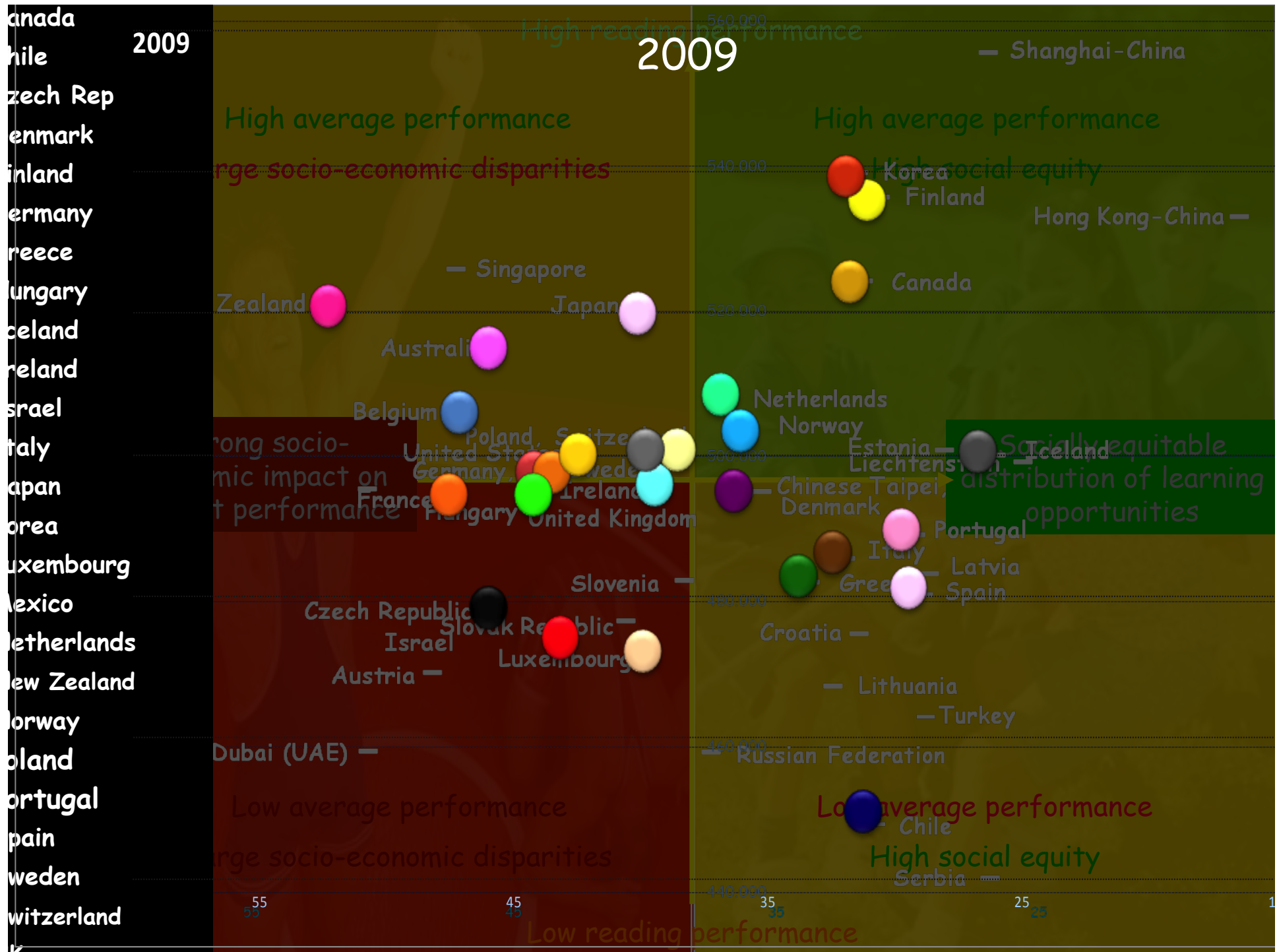
Average performance  
of 15-year-olds in  
reading - extrapolate  
and apply



Low reading performance

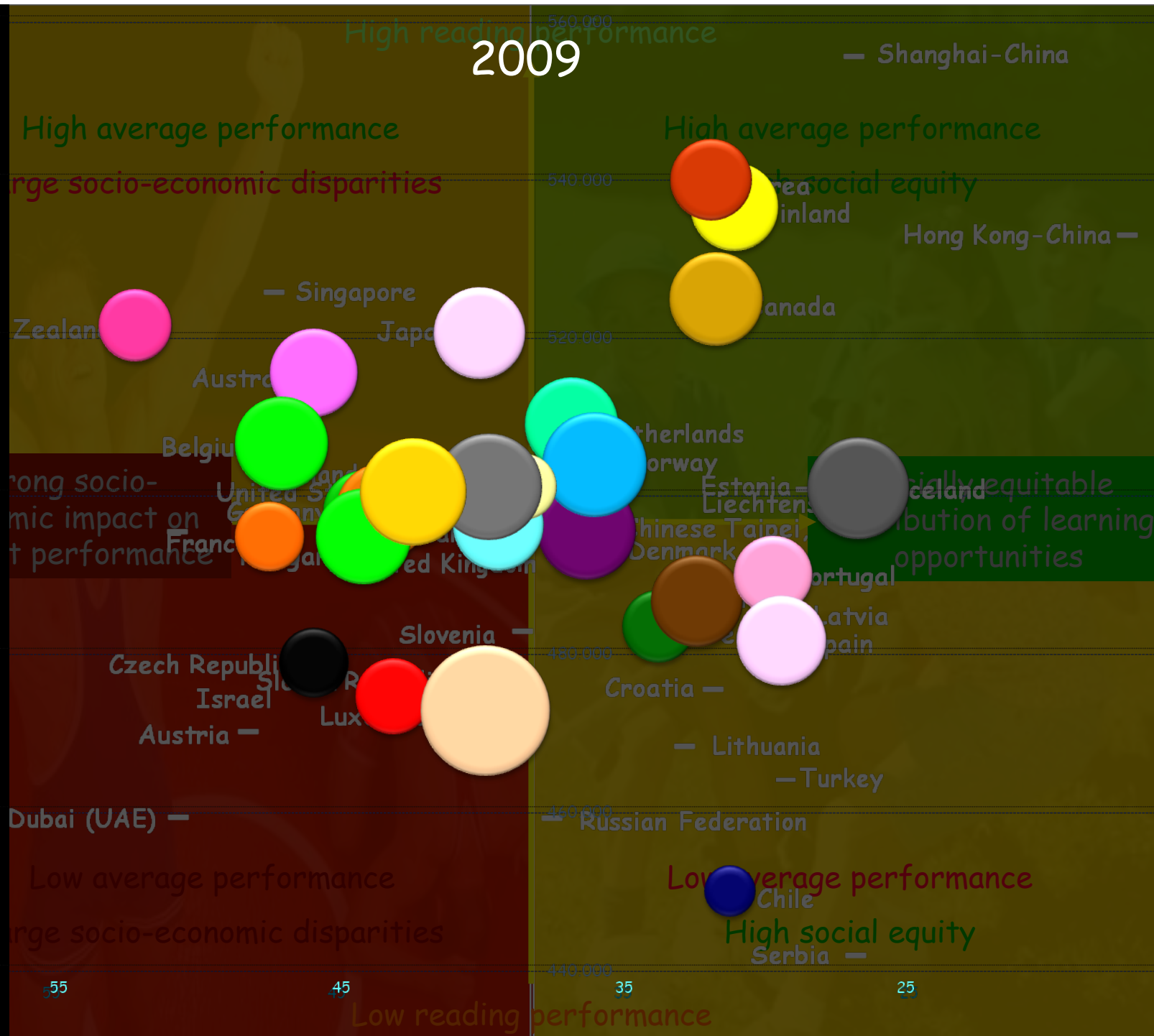
... 17 countries perform below this line

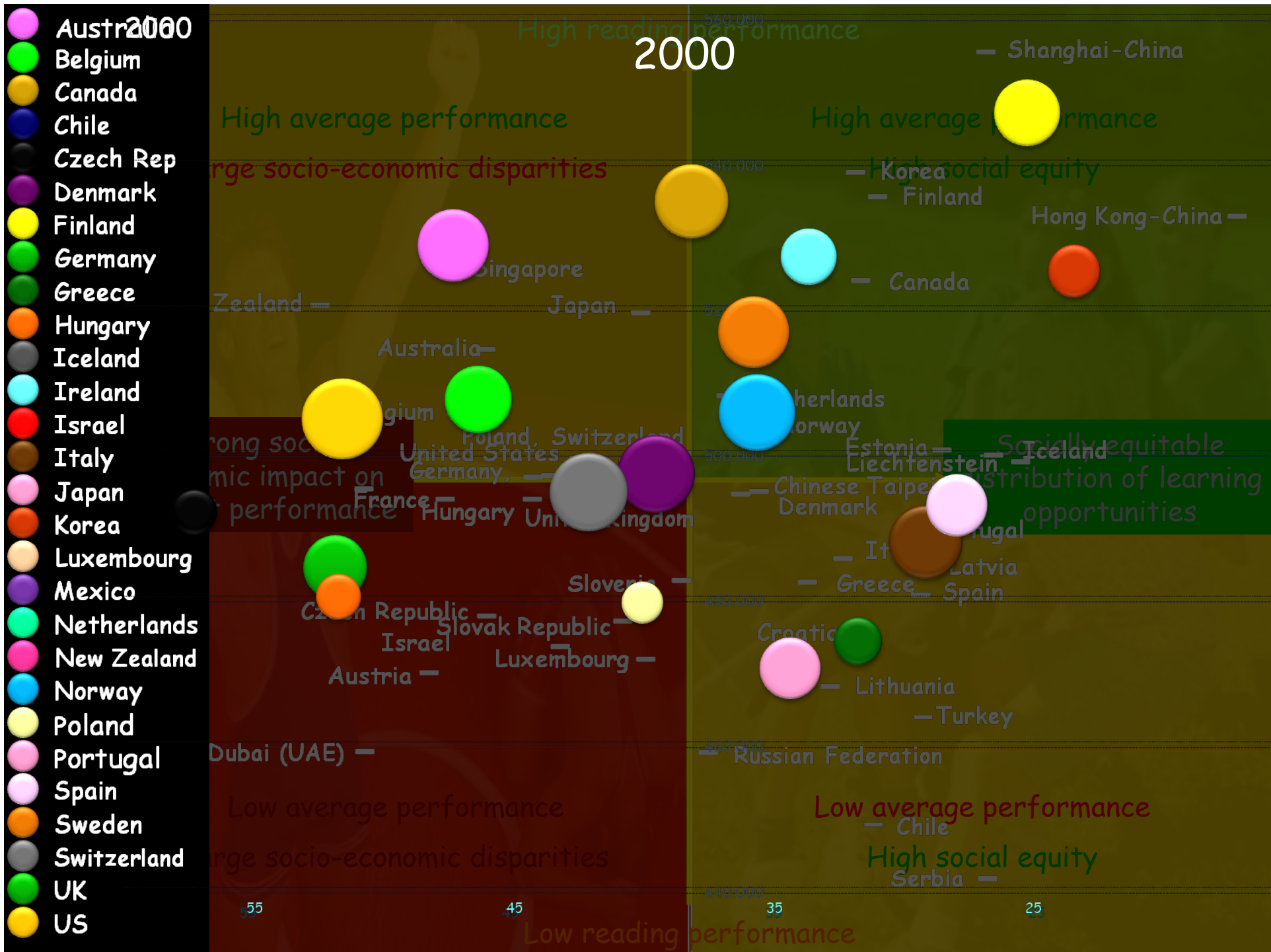






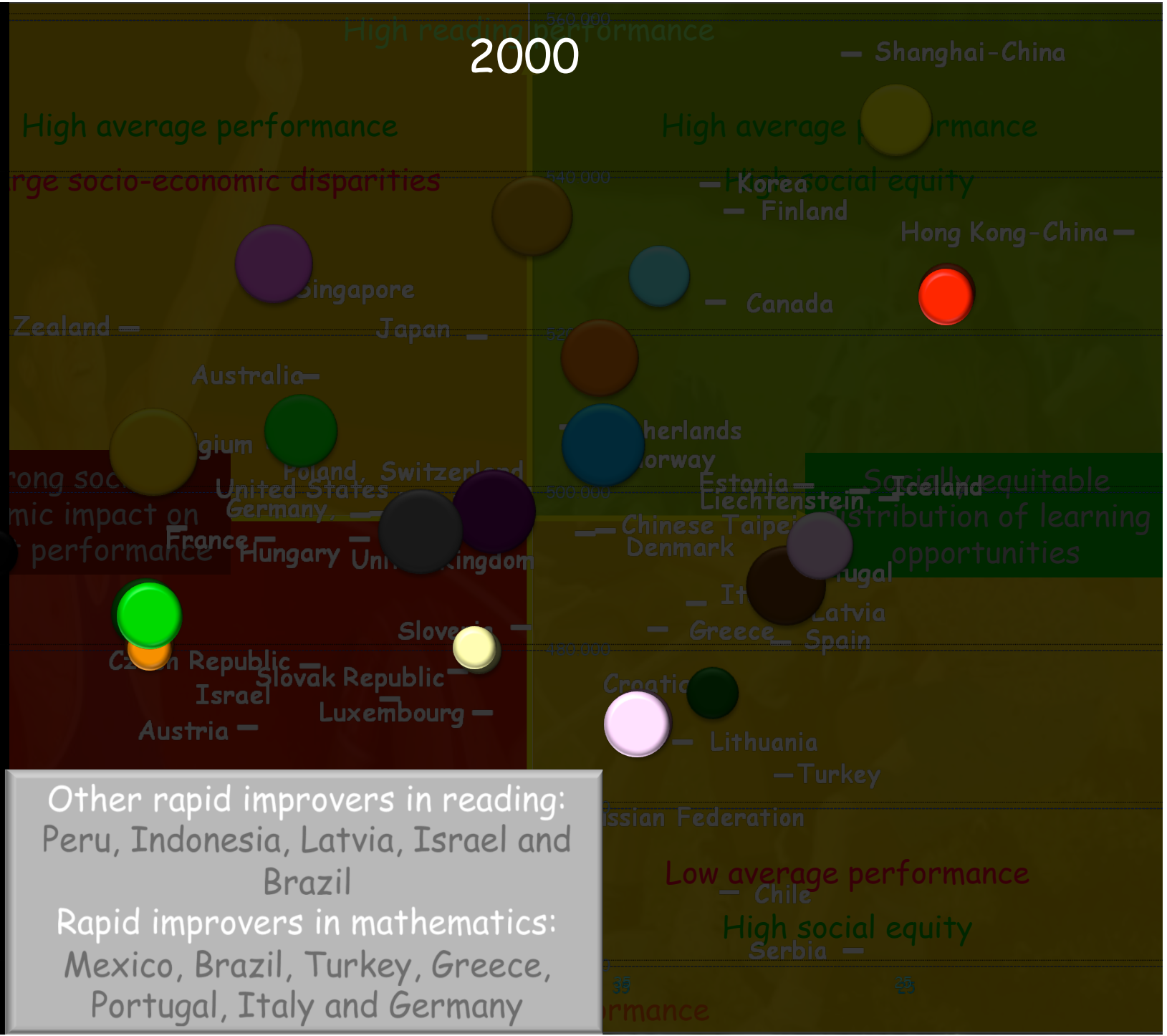
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- Belgium
- Canada
- Chile
- Czech Rep
- Denmark
- Finland
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Israel
- Italy
- Japan
- Korea
- Luxembourg
- Mexico
- Netherlands
- New Zealand
- Norway
- Poland
- Portugal
- Spain
- Sweden
- Switzerland
- UK
- US



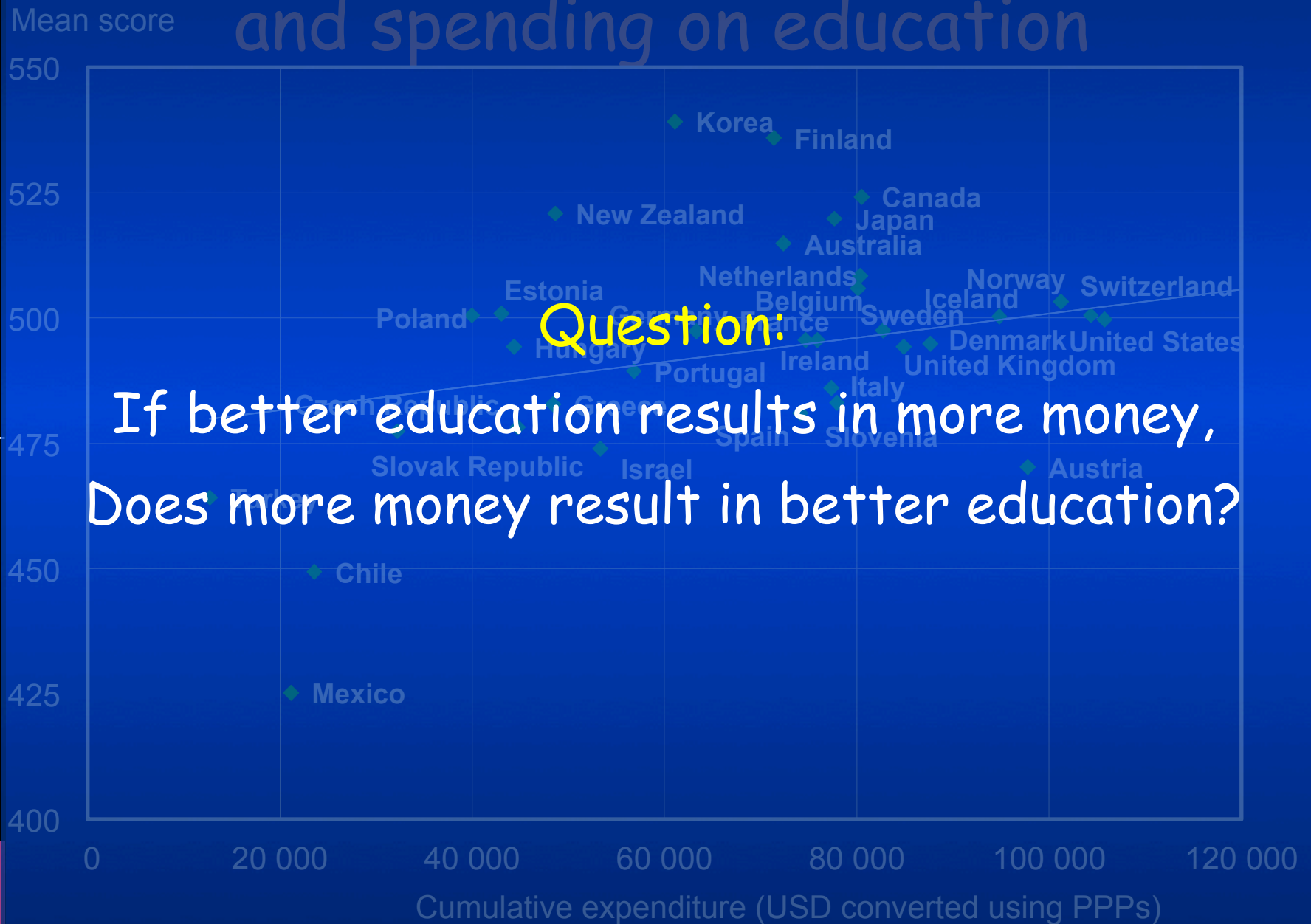


2000

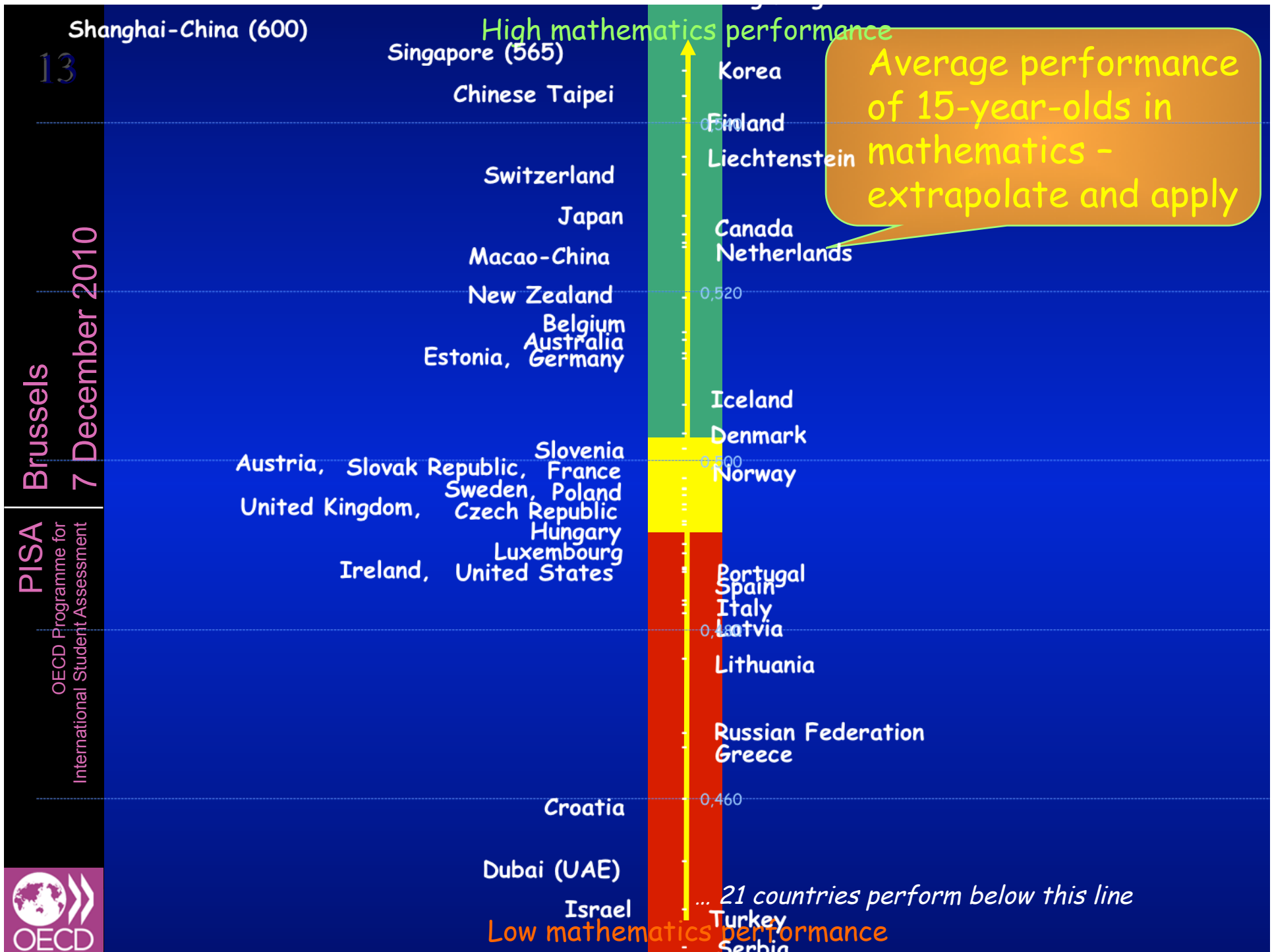
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- Korea
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- New Zealand
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- Portugal
- Spain
- Sweden
- Switzerland
- UK
- US



# Student performance and spending on education

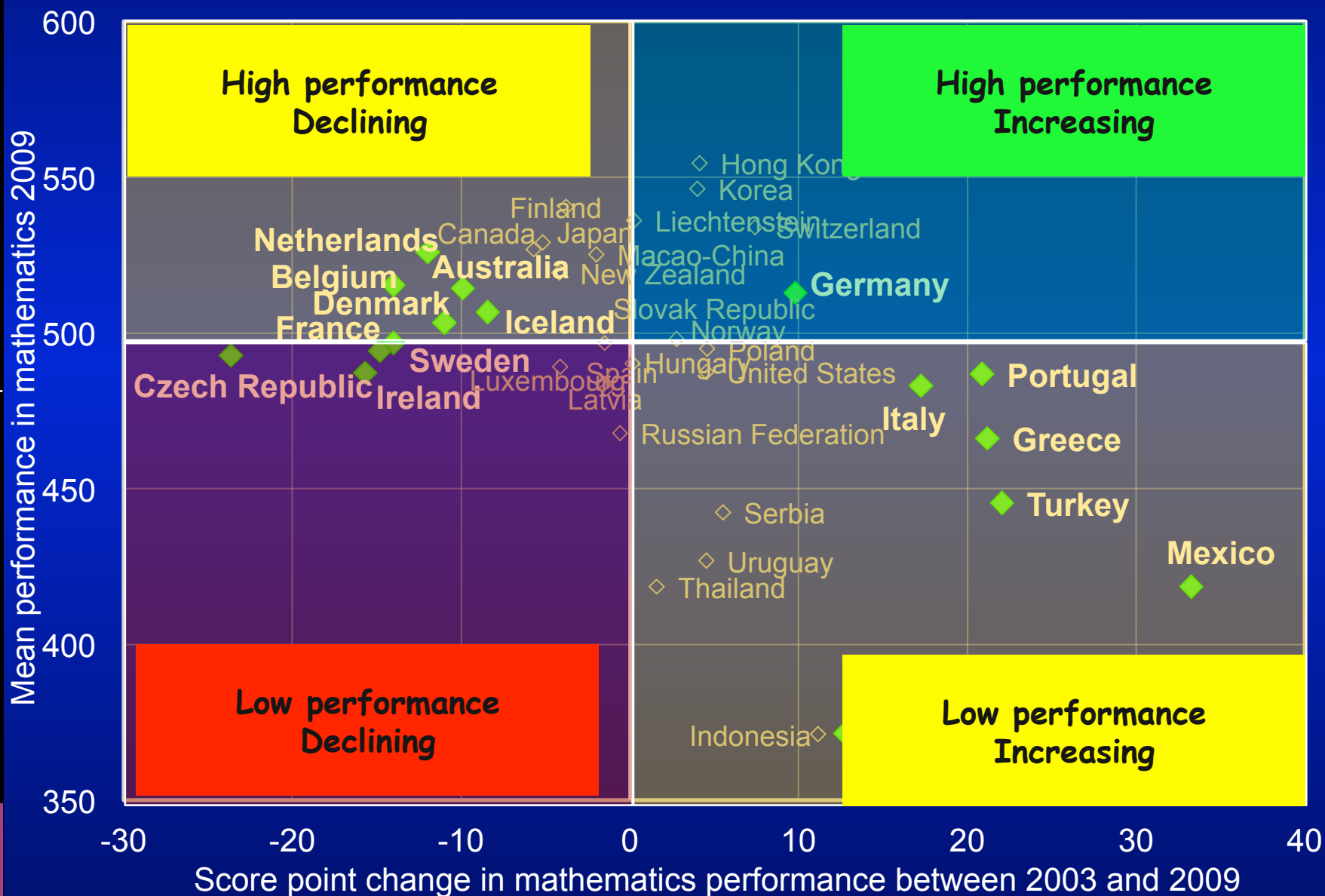






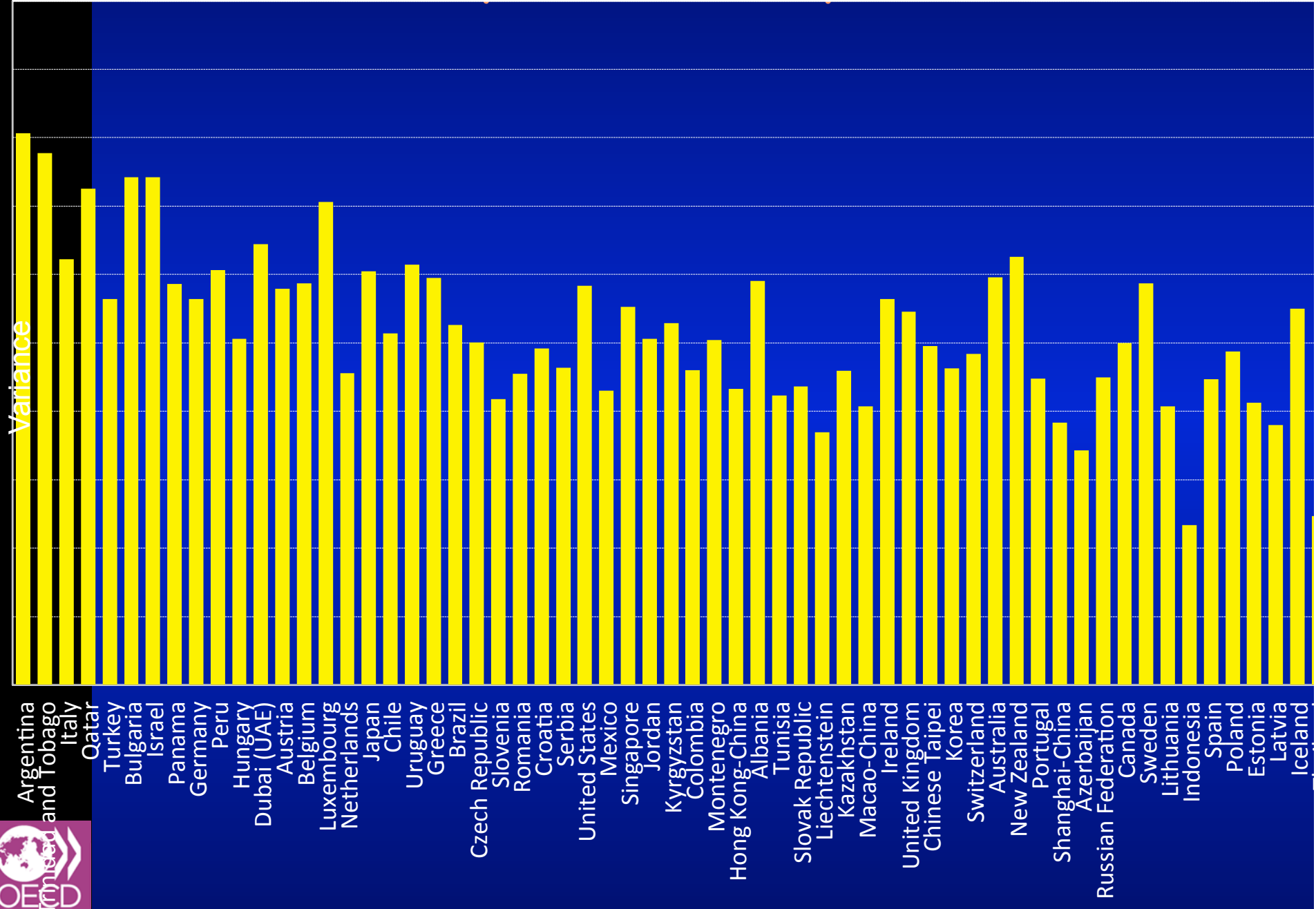
# How countries perform in mathematics and how mathematics performance has changed since 2003

◆ Score point change in mathematics between 2003 and 2009 is statistically significant



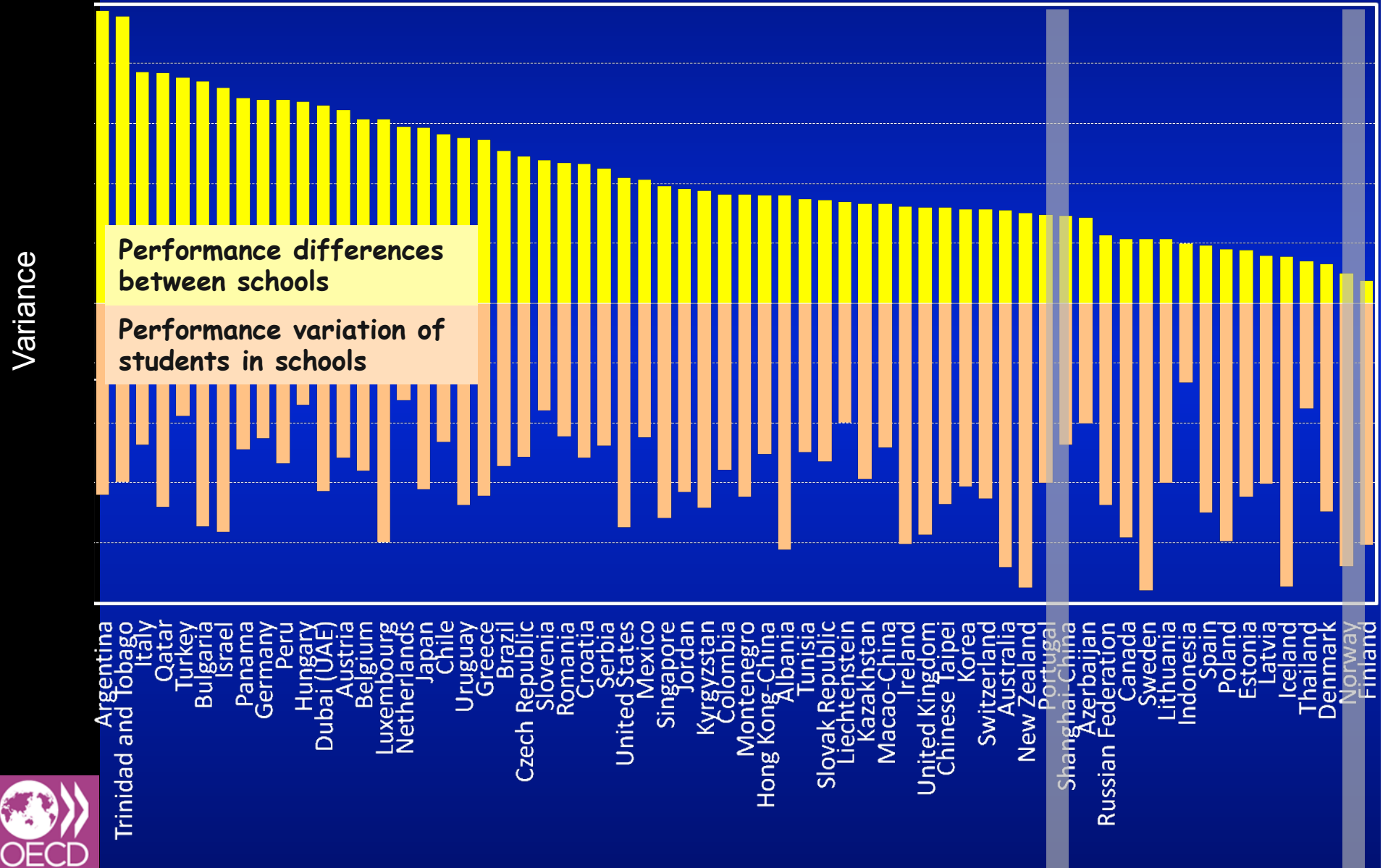
# Quality differences between schools

# Variability in student performance





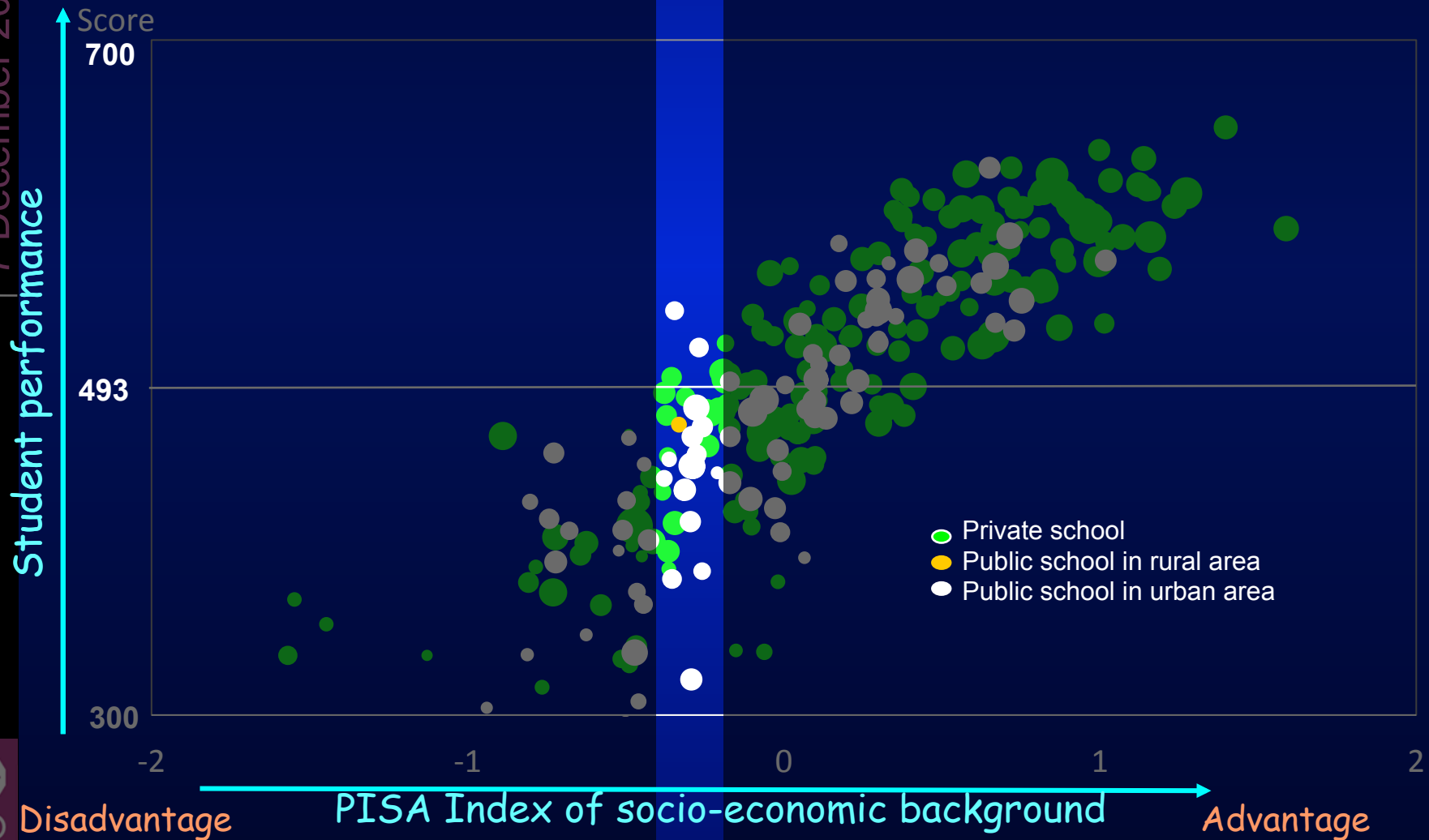
# Variability in student performance between and within schools



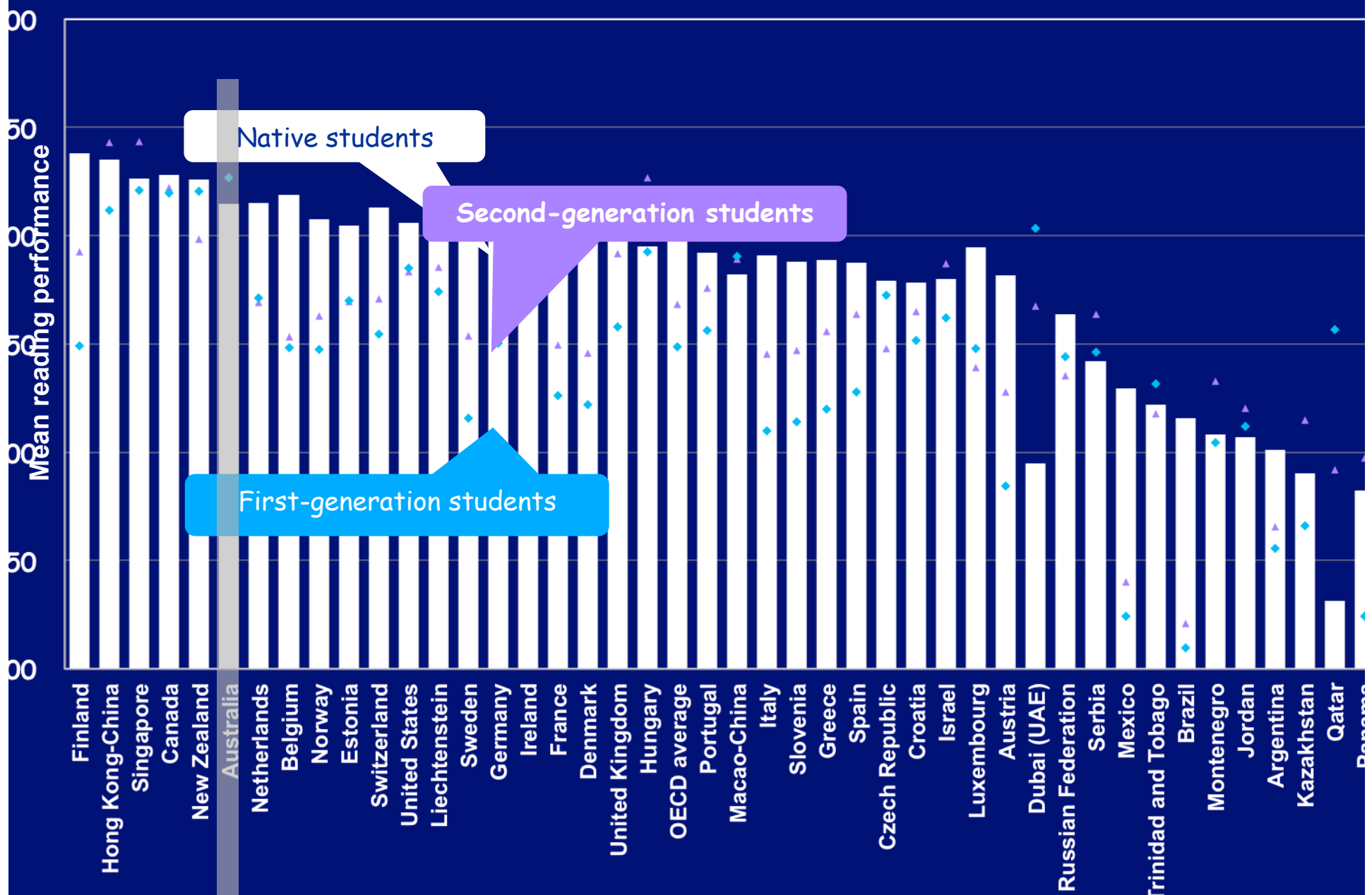
# School performance and socio-economic background Belgium

- School performance and students' socio-economic background within schools
- Student performance and schools' socio-economic background

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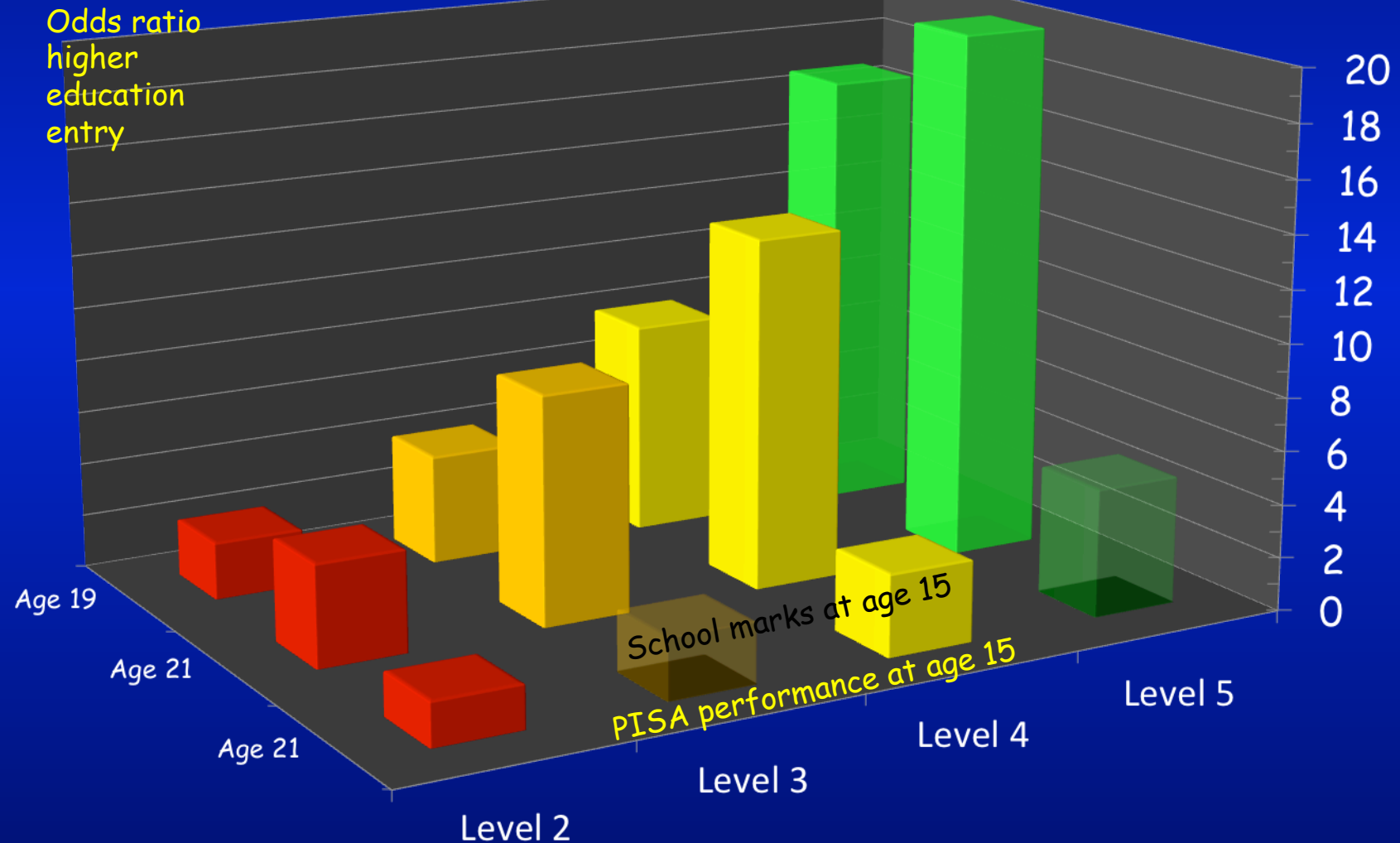
# Immigrants and reading performance



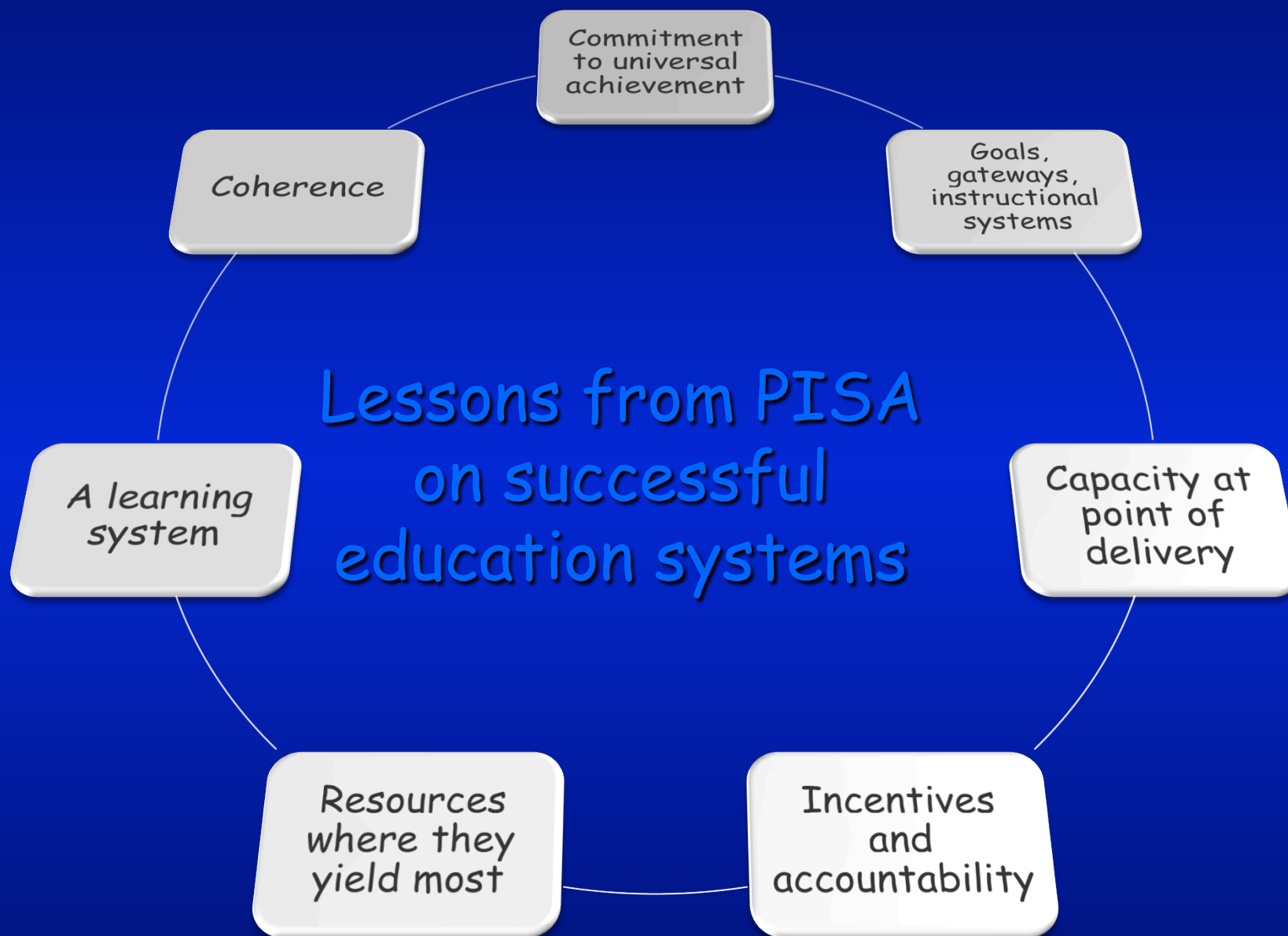
Does it all matter?



Increased likelihood of postsec. particip. at age 19/21 associated with PISA reading proficiency at age 15 (Canada) after accounting for school engagement, gender, mother tongue, place of residence, parental, education and family income (reference group PISA Level 1)



# What does it all mean?



# School autonomy, accountability and student performance

Impact of school autonomy on performance in systems with and without accountability arrangements

500

PISA score in reading

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490

480

493

498

495

489

School autonomy in resource allocation

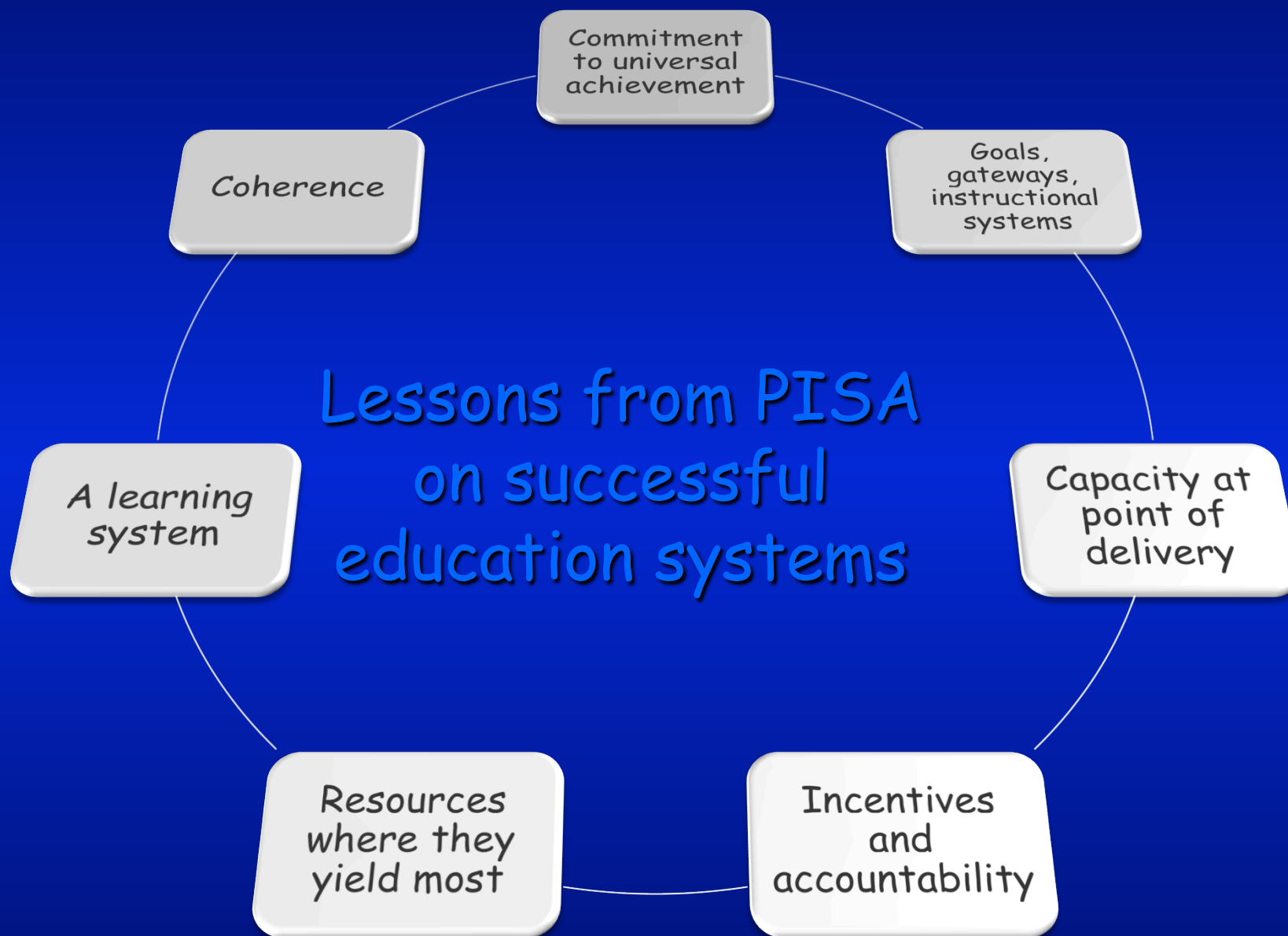
Schools with more autonomy

Schools with less autonomy

Systems with more accountability

Systems with less accountability





# Beyond schooling

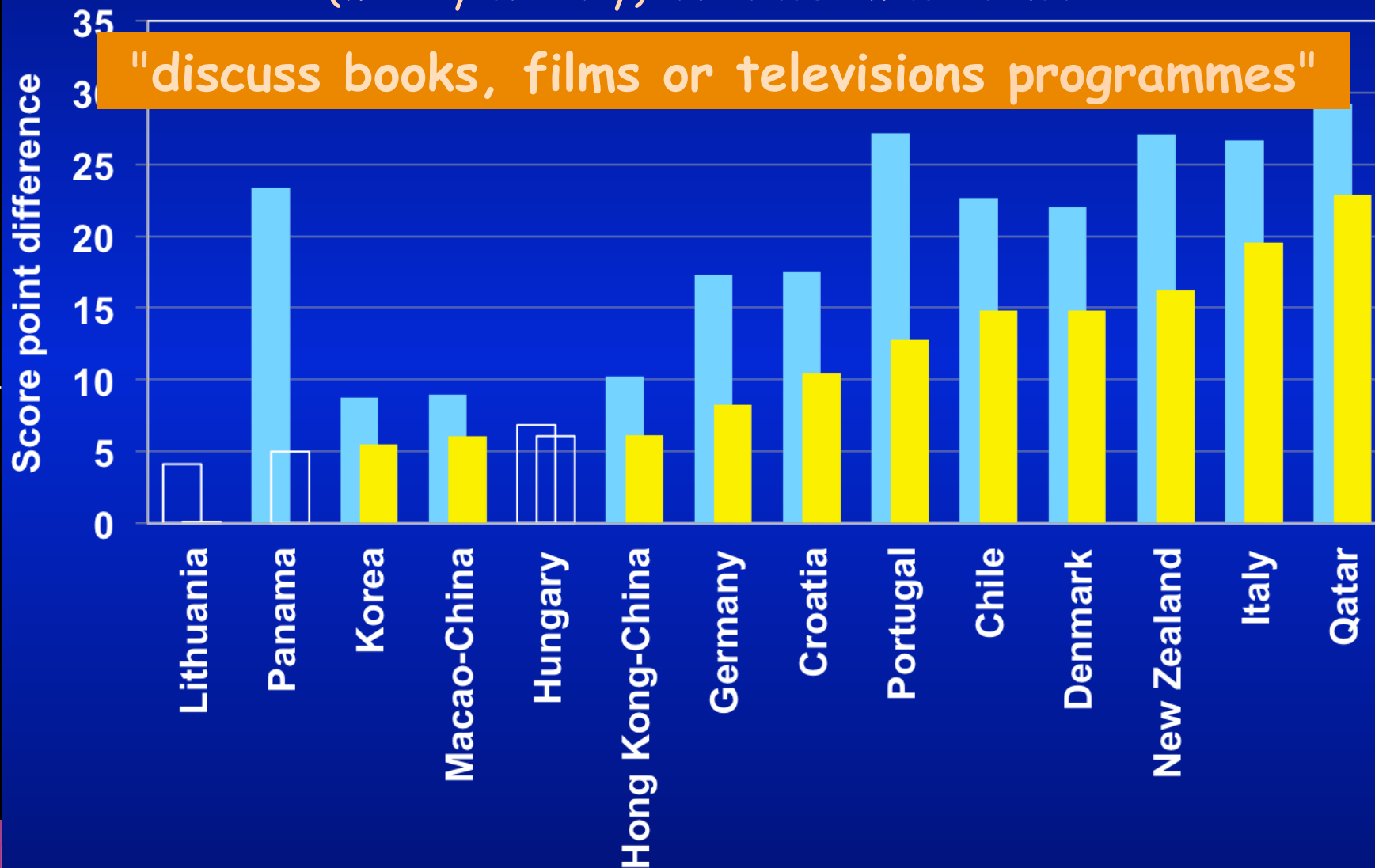
# Parental support at the beginning of primary school

Score point difference between students whose parents often do (weekly or daily) and those who do not:



# Parental support at age 15

Score point difference between students whose parents often do (weekly or daily) and those who do not:



Find out more about PISA at...

- OECD [www.pisa.oecd.org](http://www.pisa.oecd.org)
  - All national and international publications
  - The complete micro-level database
- U.S. White House [www.data.gov](http://www.data.gov)
- Email: Barbara.Ischinger@OECD.org

Thank you !

... and remember:

Without data, you are just another person with an opinion