PISA for Development: Out-of-school initiative (OOSi)

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- PISA is a source of data for global monitoring of SDG 4.

Global Indicator 4.1.1.c

*Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) **at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex***

- Equates to: Level 2 in PISA (at least 407 points for reading; 420 points for mathematics)

What was the problem we set out to address in OOSi? Percentage of 15-year-olds covered by PISA – likely more out-of-school post-COVID-19

■ Coverage of the national 15-year-old population (Coverage Index 3)

On **OECD average**, PISA 2018 represents 88.2% of the entire 15-year-old population across OECD countries
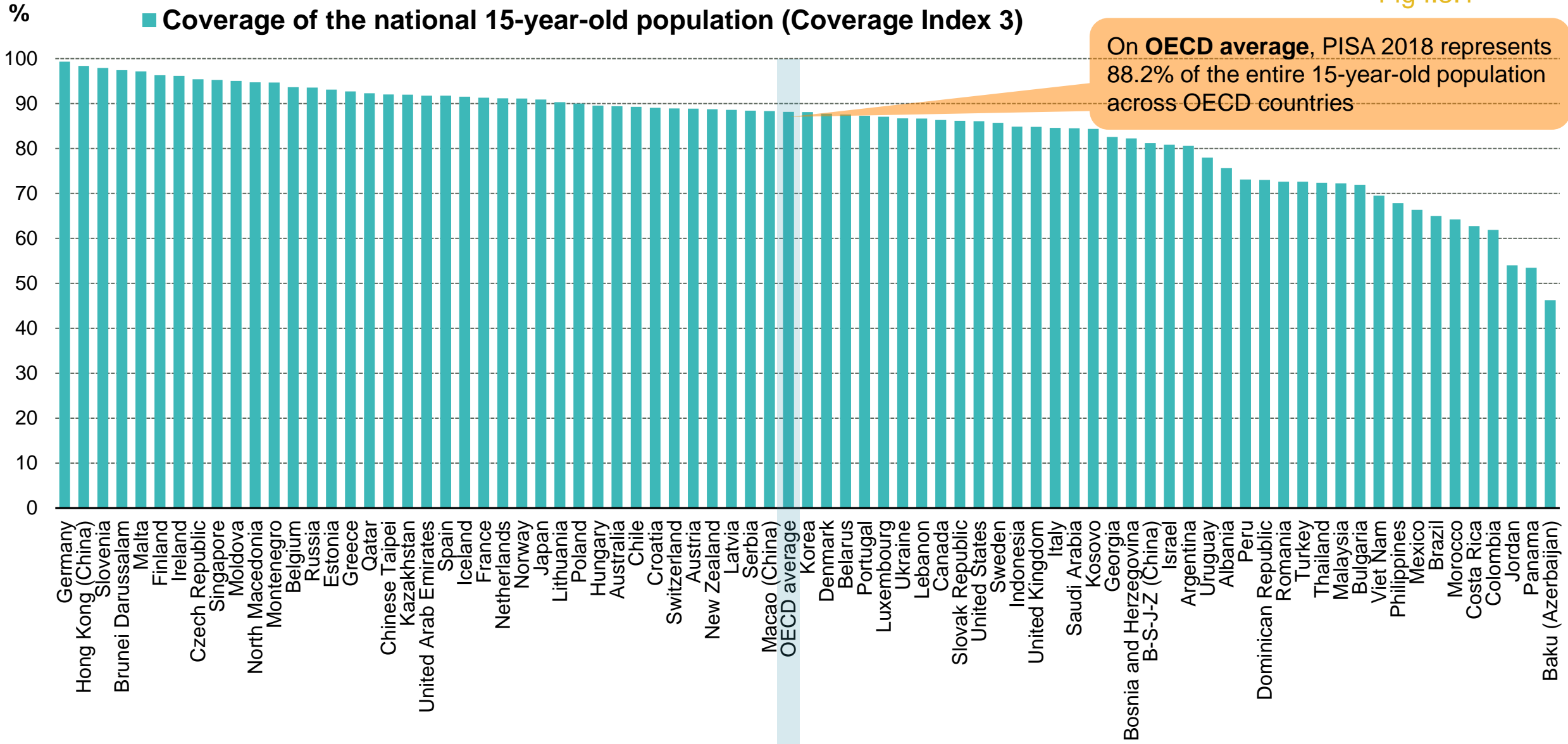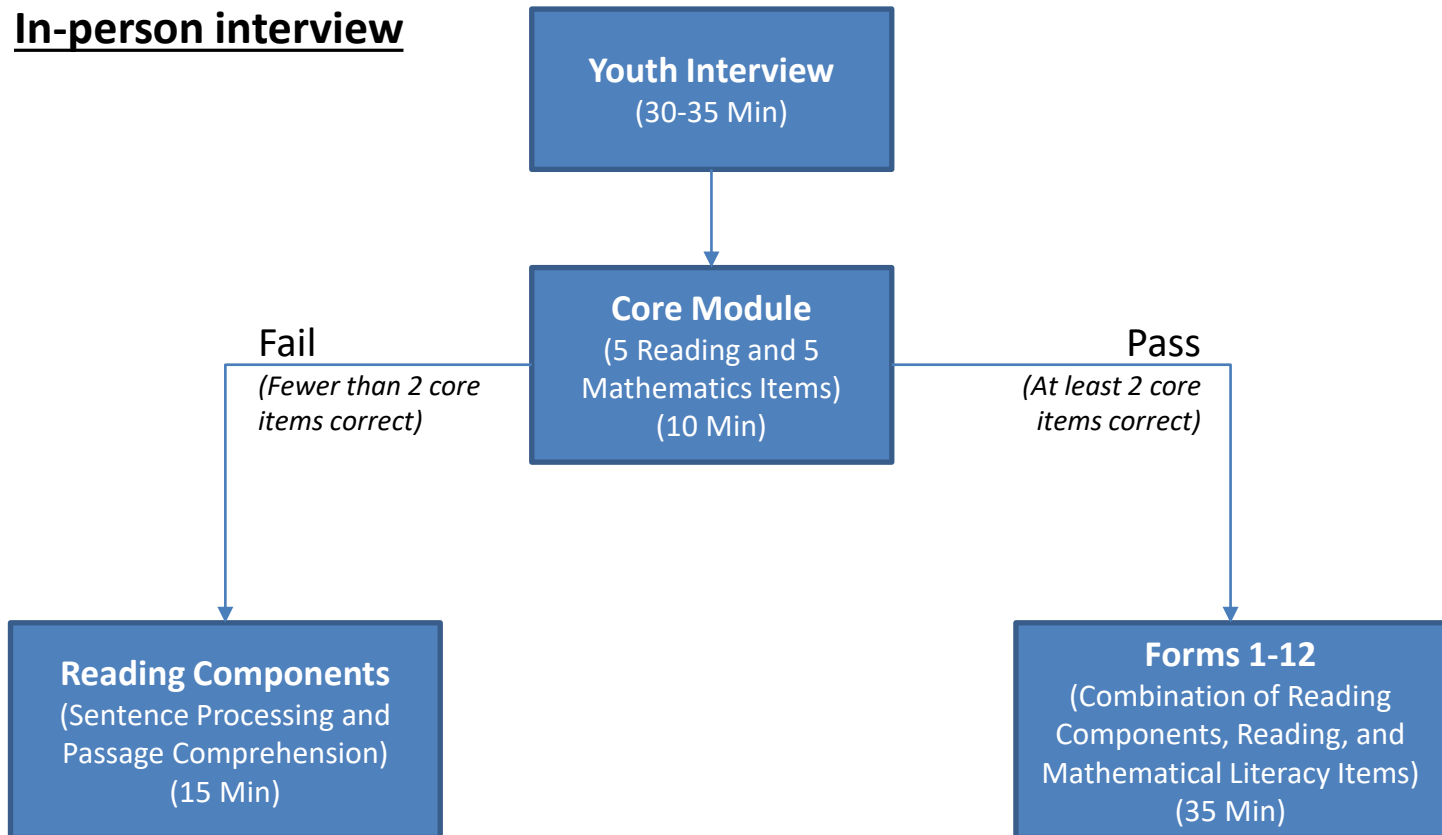
The assessment structure

- Administration of out-of-school assessment via tablets in households – 14-16 year-olds

- Maximized the use of automatically scored items to capitalize on the use of tablets

- Focused on reading and mathematics only

- A routed design with two paths: a cognitive path more similar to PISA assessments of in-school populations, or to path with a set of tasks resembling components

- Youth interviewed first for completion of background questionnaire and then takes the test

Data Collection Design

Respondent
In-person interview

Others

Youth Interview
(30-35 Min)

Core Module
(5 Reading and 5 Mathematics Items)
(10 Min)

Fail
(Fewer than 2 core items correct)

Pass
(At least 2 core items correct)

Reading Components
(Sentence Processing and Passage Comprehension)
(15 Min)

Forms 1-12
(Combination of Reading Components, Reading, and Mathematical Literacy Items)
(35 Min)

Person(s) most knowledgeable about the respondent questionnaire
(i.e., parents, caregivers, Guardians)

Household Observation Schedule
(Interviewer)

5

PISA-D out-of-school assessment pilot achievements

- **Counted** and located the target population (sampling frame)
- **Found** and identified the target population (sampling strategy)
- **Developed and implemented** an assessment of **reading and mathematics** delivered in the household on a tablet computer
- **Developed and implemented contextual questionnaires** delivered in the household
- **Administered** a survey in the most cost-effective way, *given the strategy*
- **Linked the results to the PISA scale**
- **Achieved** enough completed cases (7,500) to test the validity of the items and allow analyses that are useful to the pilot and relevant for the countries – **Guatemala, Honduras, Panama, Paraguay and Senegal**
- Will **report** on results, achievements and lessons learned on **1st and 3rd December 2020**

PISA-D assessment *linked to* or *integrated with* household surveys – "learning loss" assessment post-COVID-19

- An international option as part of a future PISA cycle *linked to a household survey* (10 minutes core module and 35 minutes test with results linked to the PISA scale); and

- A shortened *PISA-D test (15-20 minutes) integrated with a multi-topic household survey* designed solely to discriminate whether respondent is above or below 406 points on reading and 419 points on mathematics – the SDG 4 benchmarks for minimum levels of proficiency - may be part of a future PISA cycle or a completely separate study.

- The PISA-D and the shorter version of PISA-D are useful approaches for countries to consider to measure how much "learning loss" from an SDG 4.1.1c perspective might have taken place during the school closures.