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

Michael Ward
OECD Development Co-operation Directorate & Directorate for Education and Skills

7th meeting of the Technical Cooperation Group (TCG) – Wednesday, 28th October 2020
PISA, PISA-D and SDG 4 monitoring

- 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

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

**Youth Interview**
- (30-35 Min)

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

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

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

**Fail**
- (Fewer than 2 core items correct)

**Pass**
- (At least 2 core items correct)

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

- Household Observation Schedule (Interviewer)
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.