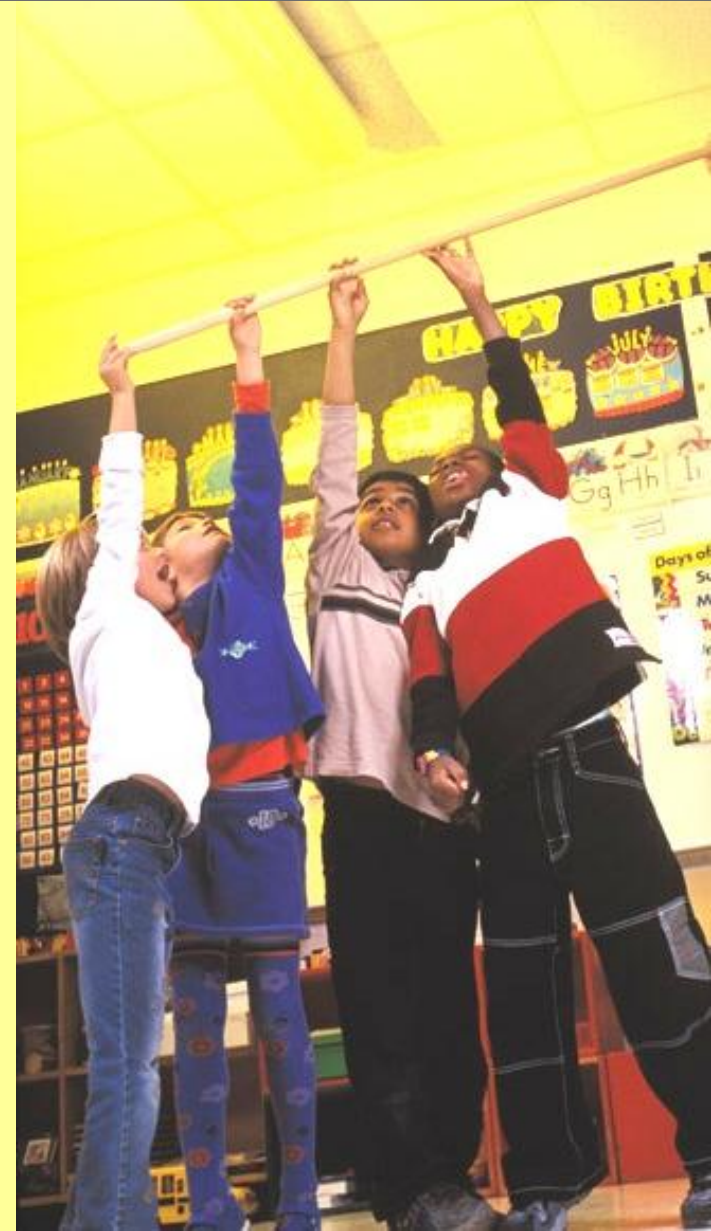




Contextual Questionnaires for the
PISA for Development Study

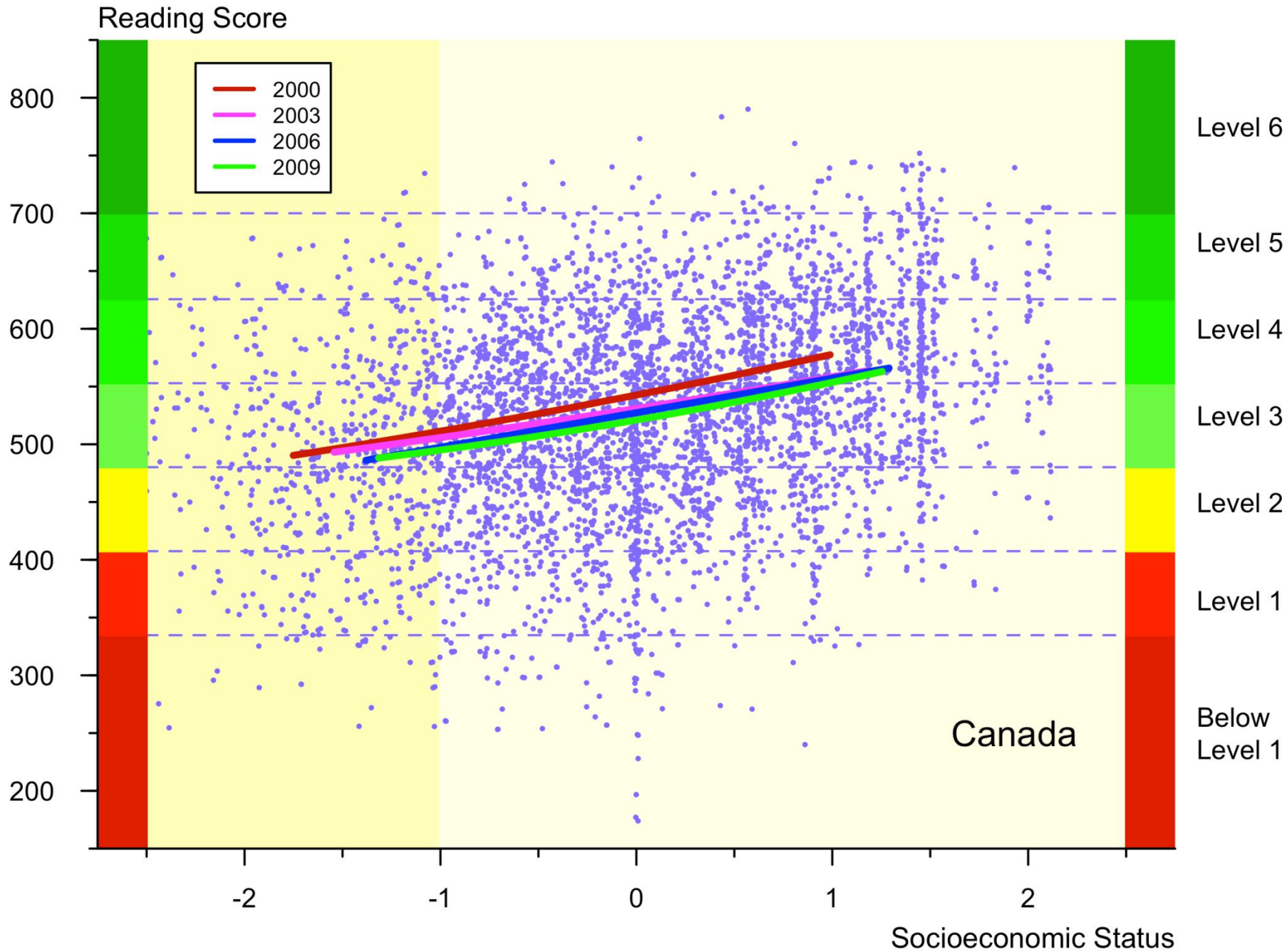
J. Douglas Willms & Lucia Tramonte

“How can we improve children’s cognitive, behavioral and health outcomes, while reducing inequalities associated with family background?”

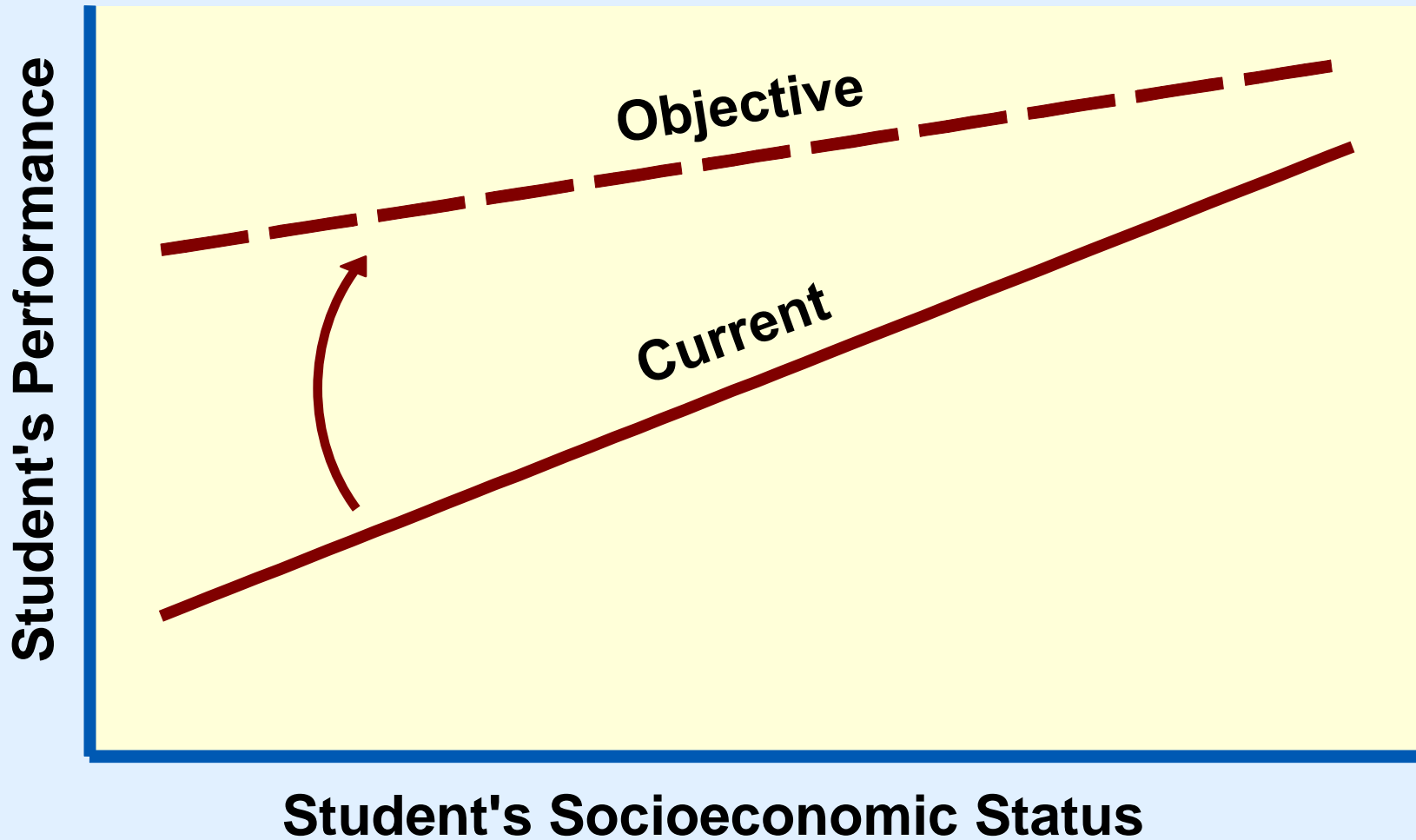


Socioeconomic Gradients

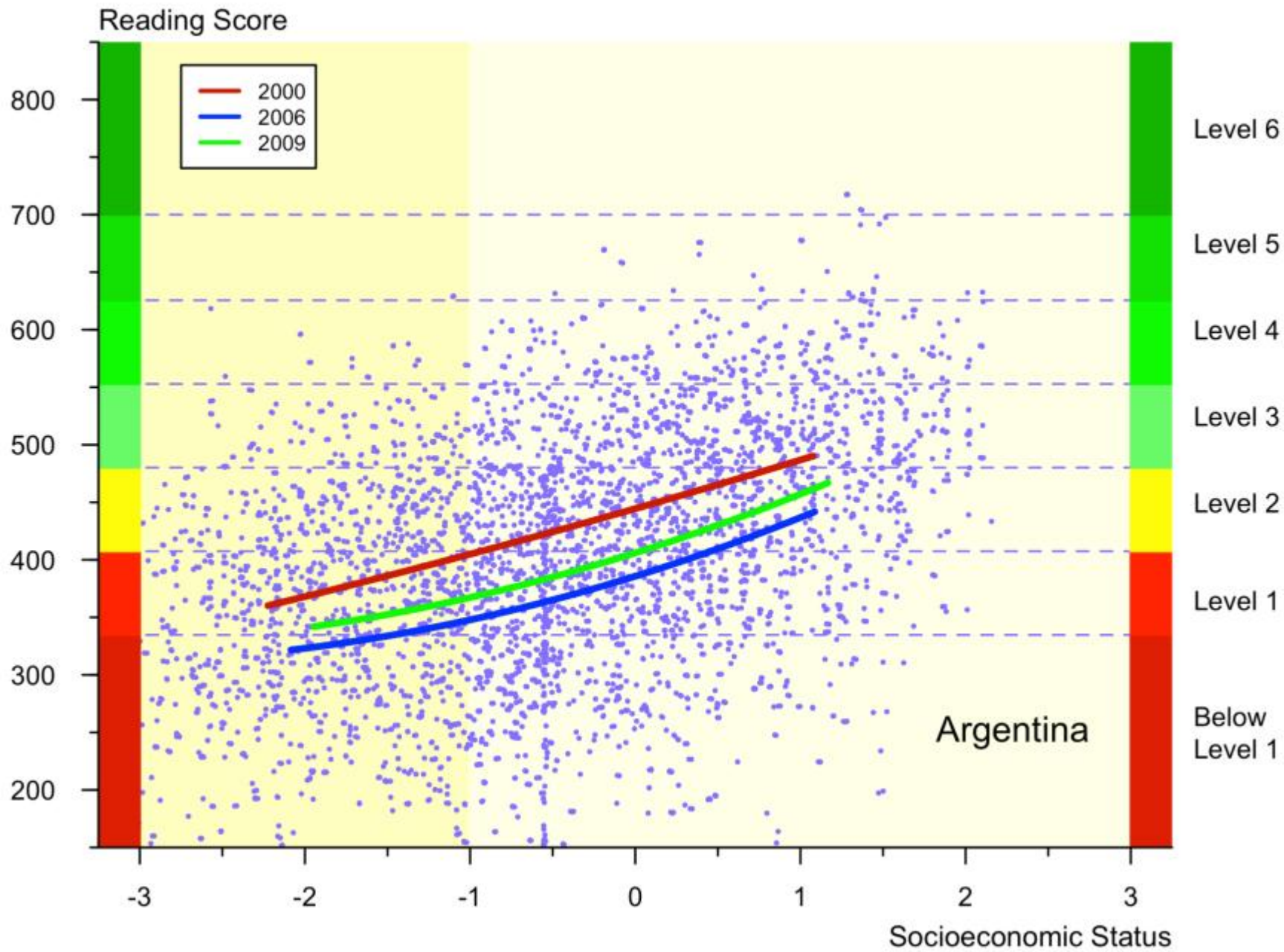


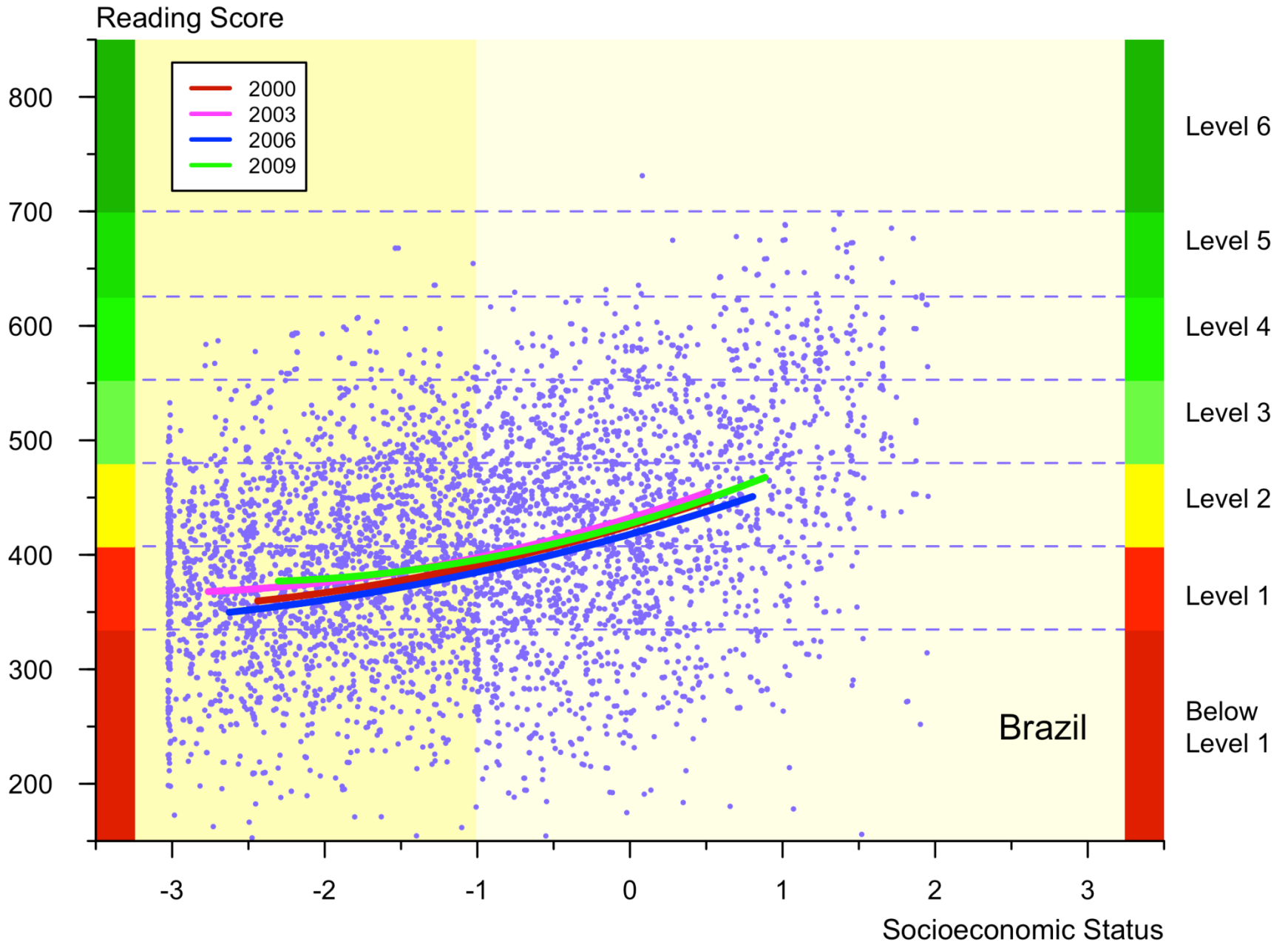


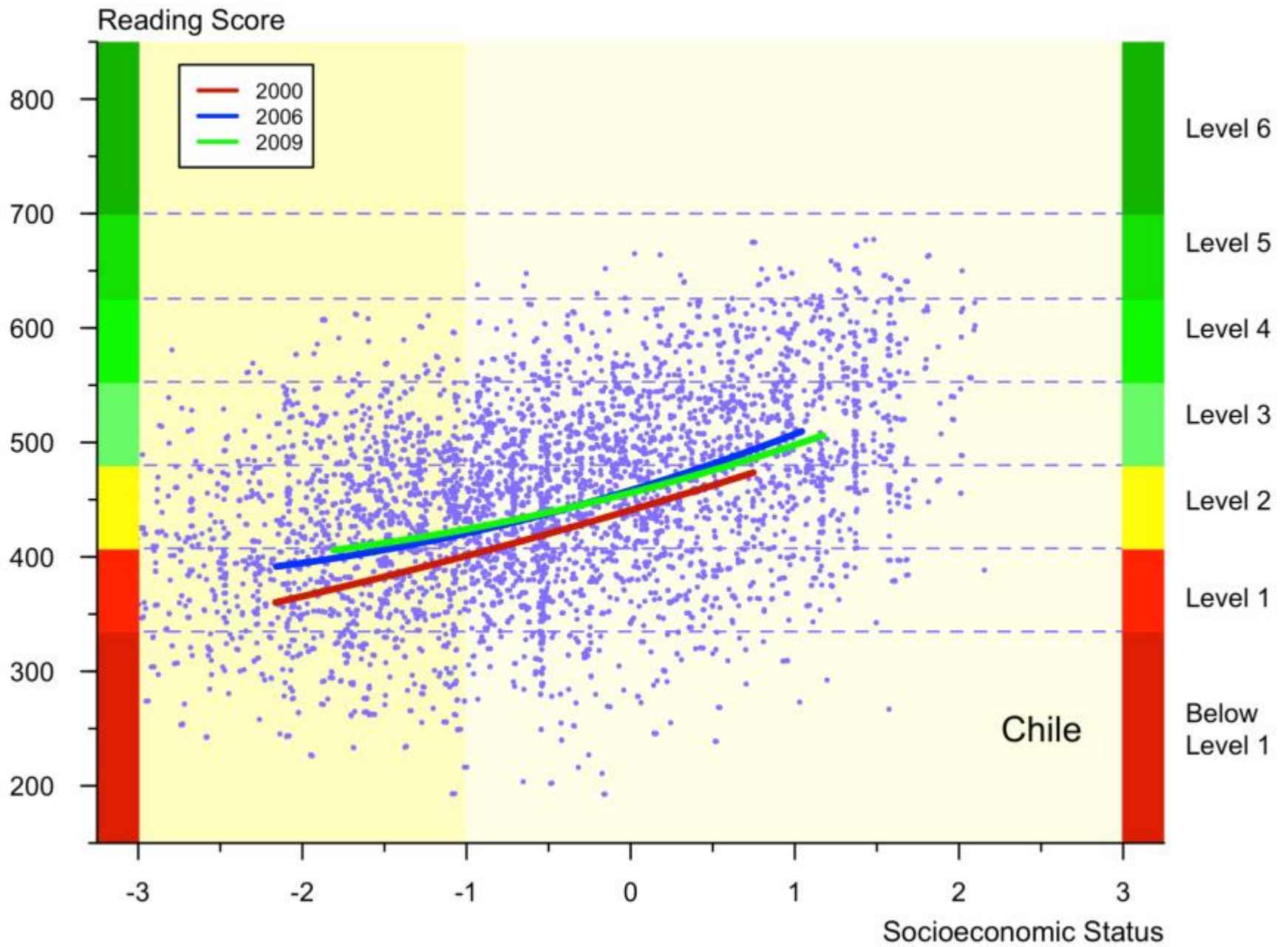
Raising and Levelling the Learning Bar

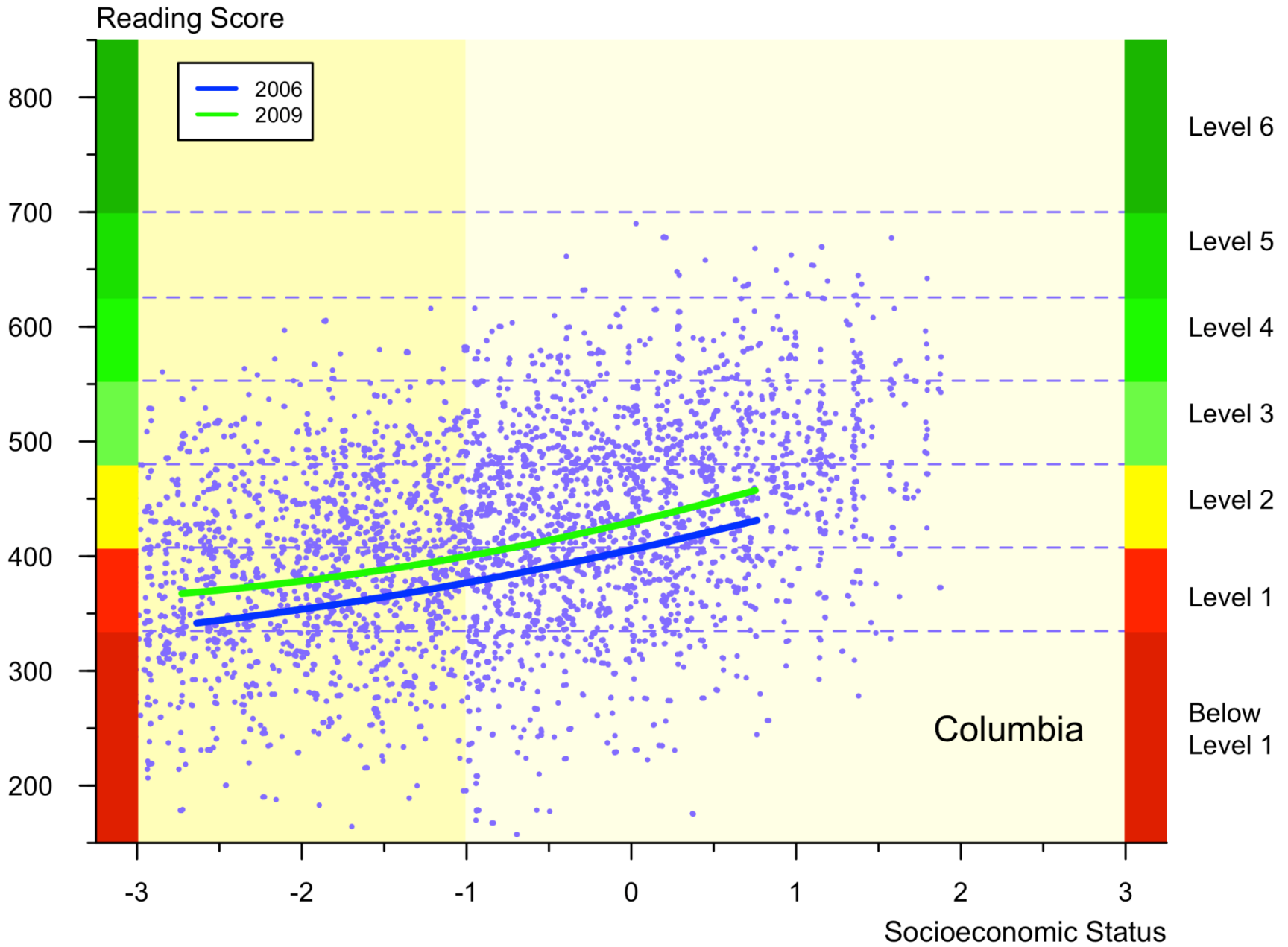


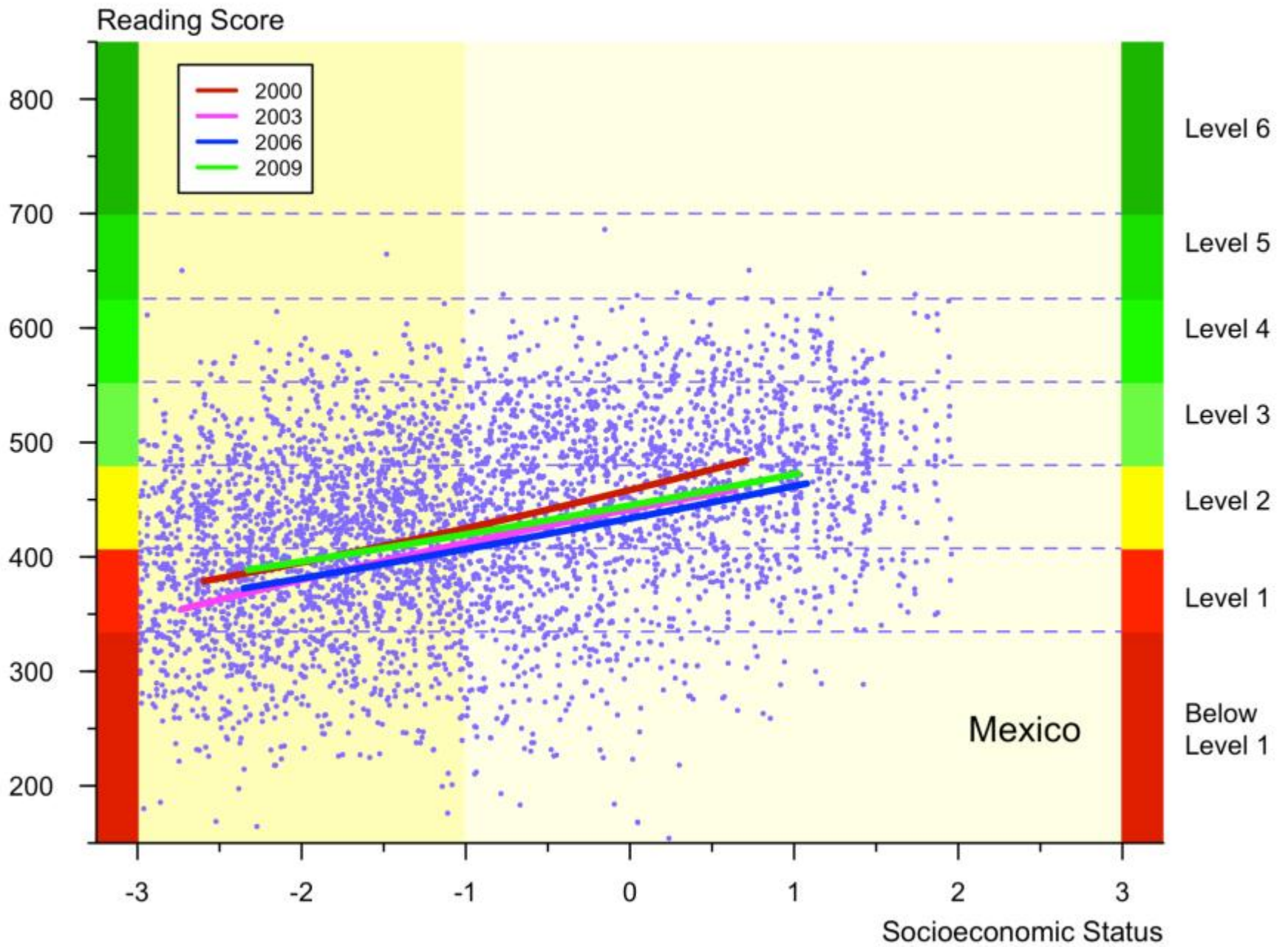
Students from all backgrounds improve their performance, while those from less advantaged backgrounds show the largest improvement.

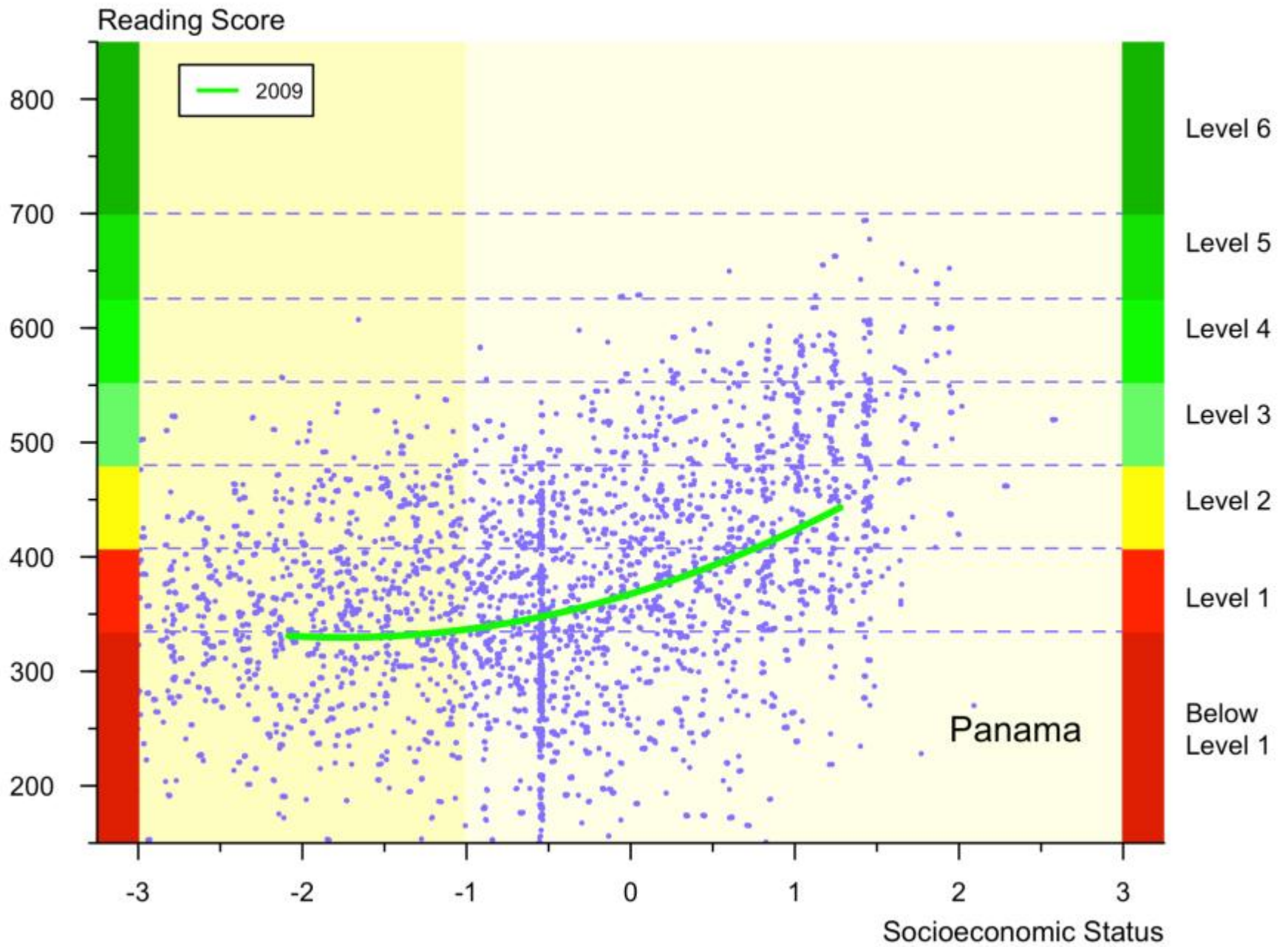


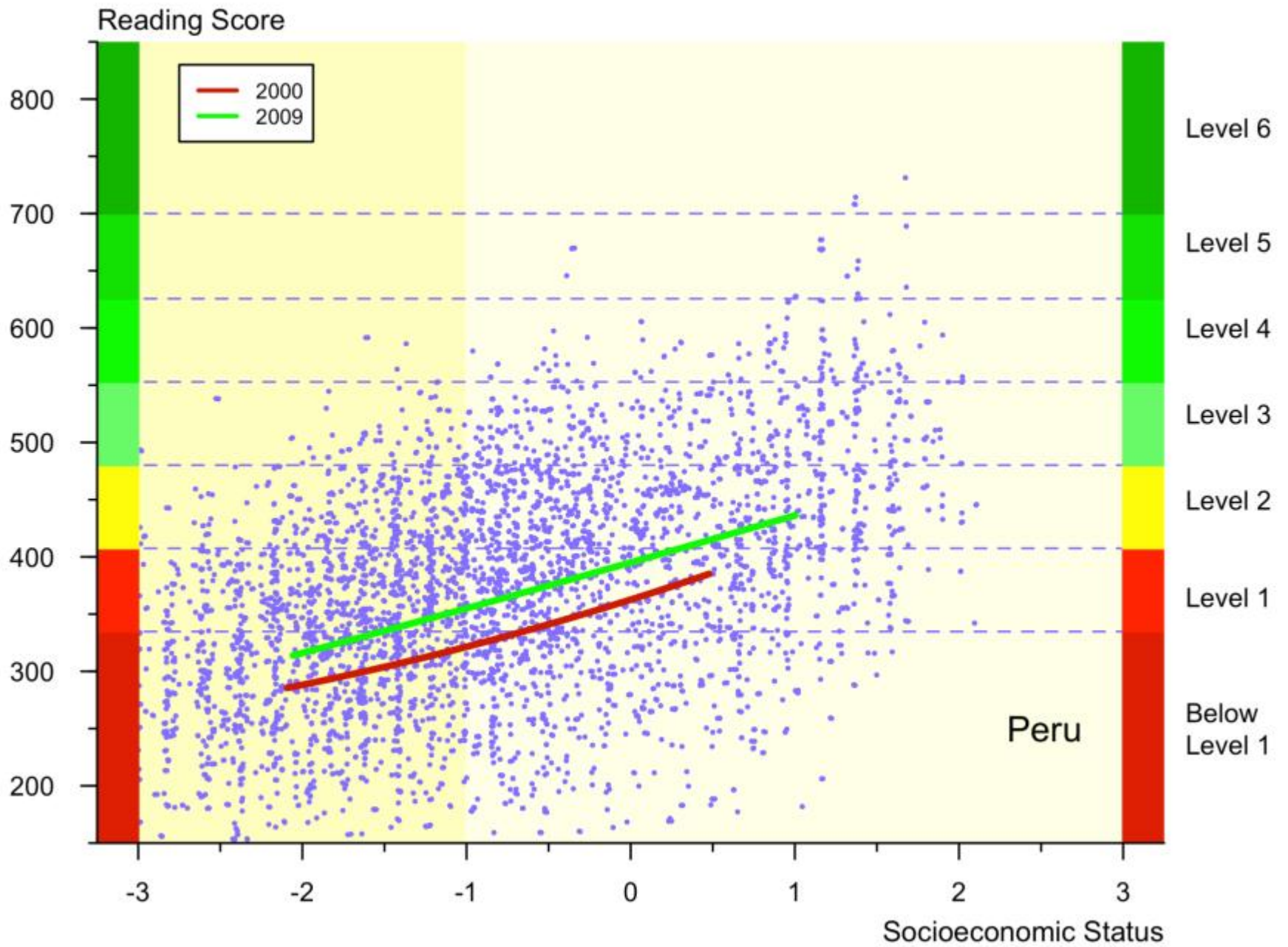


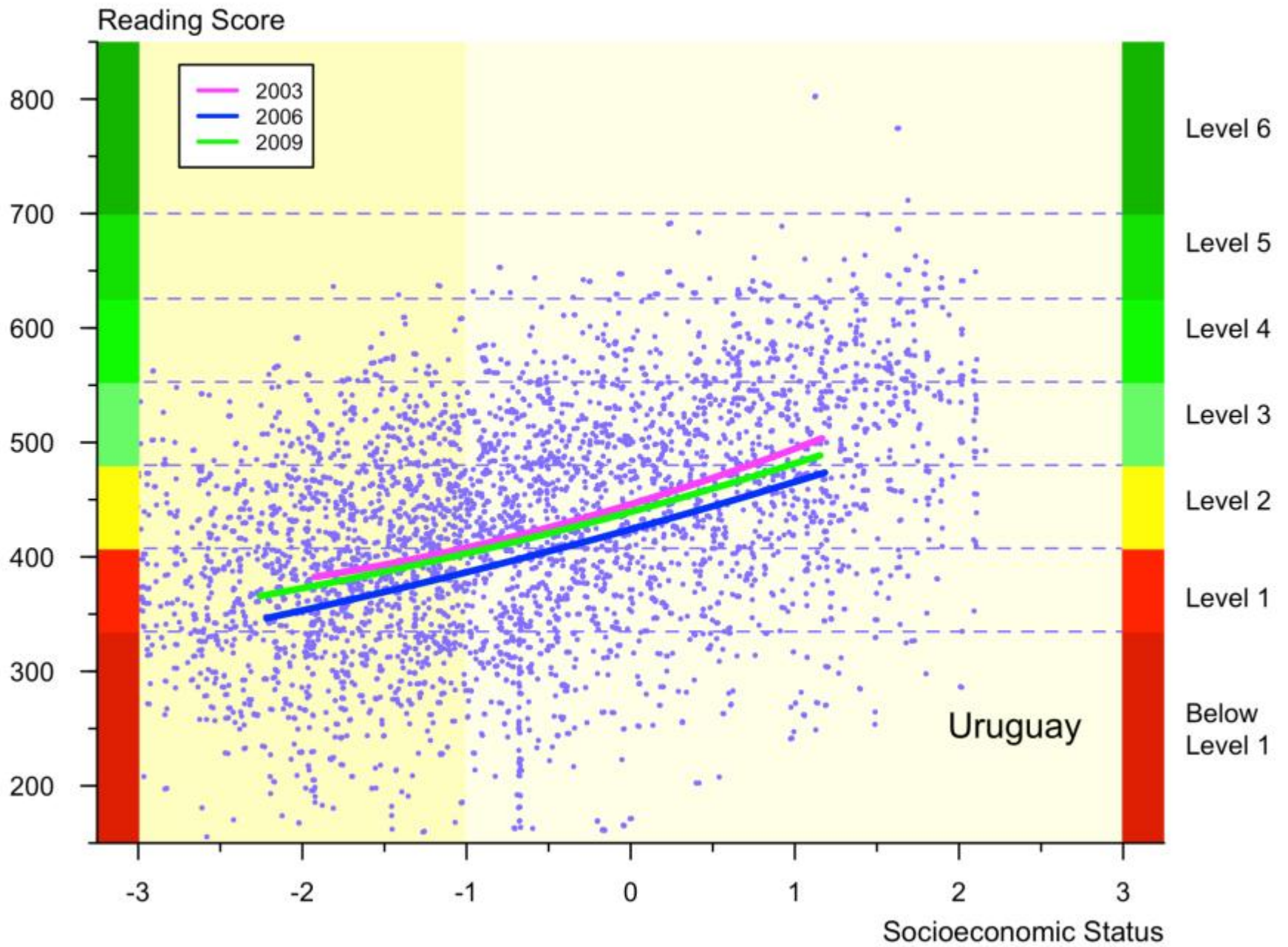


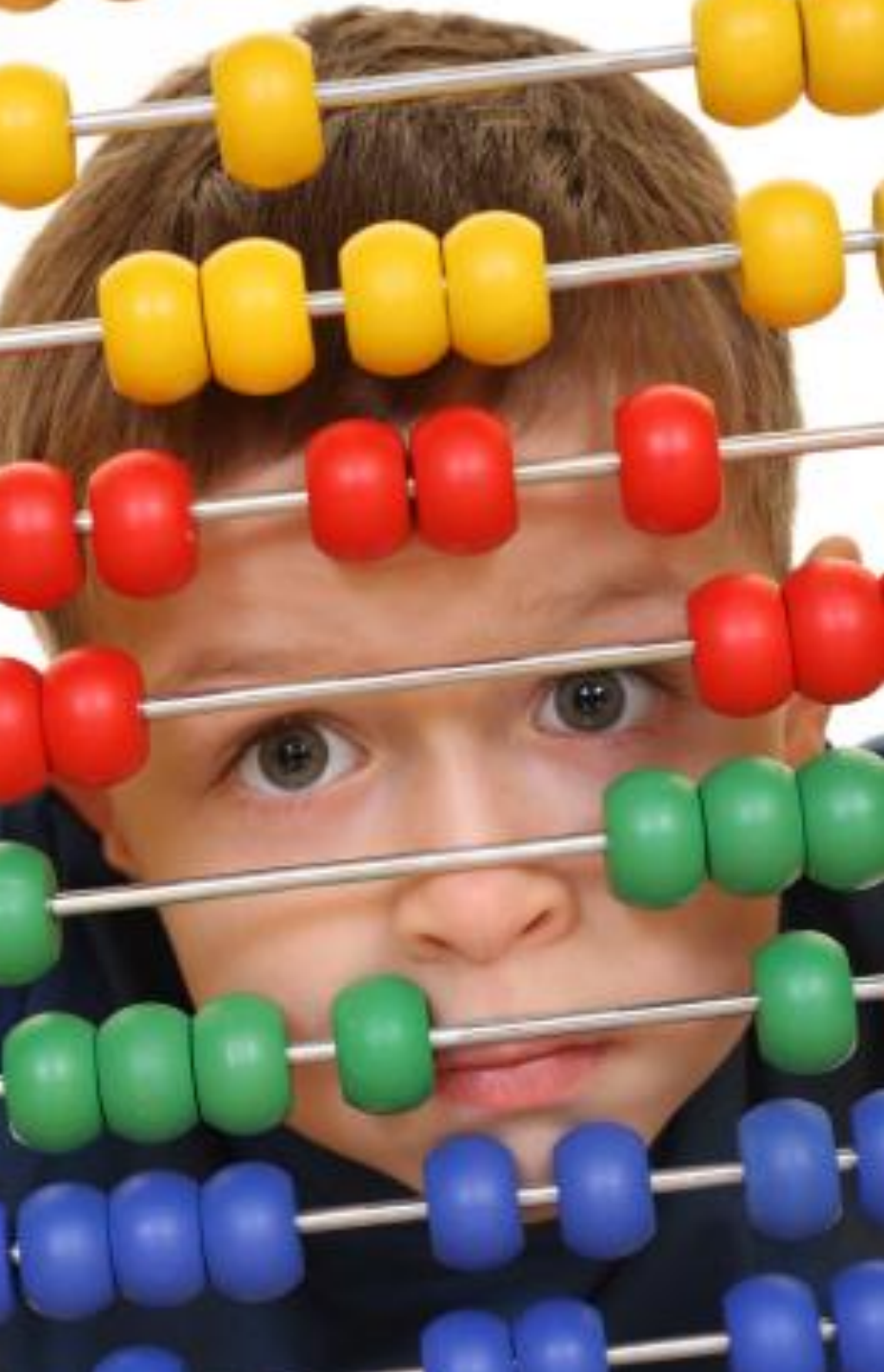






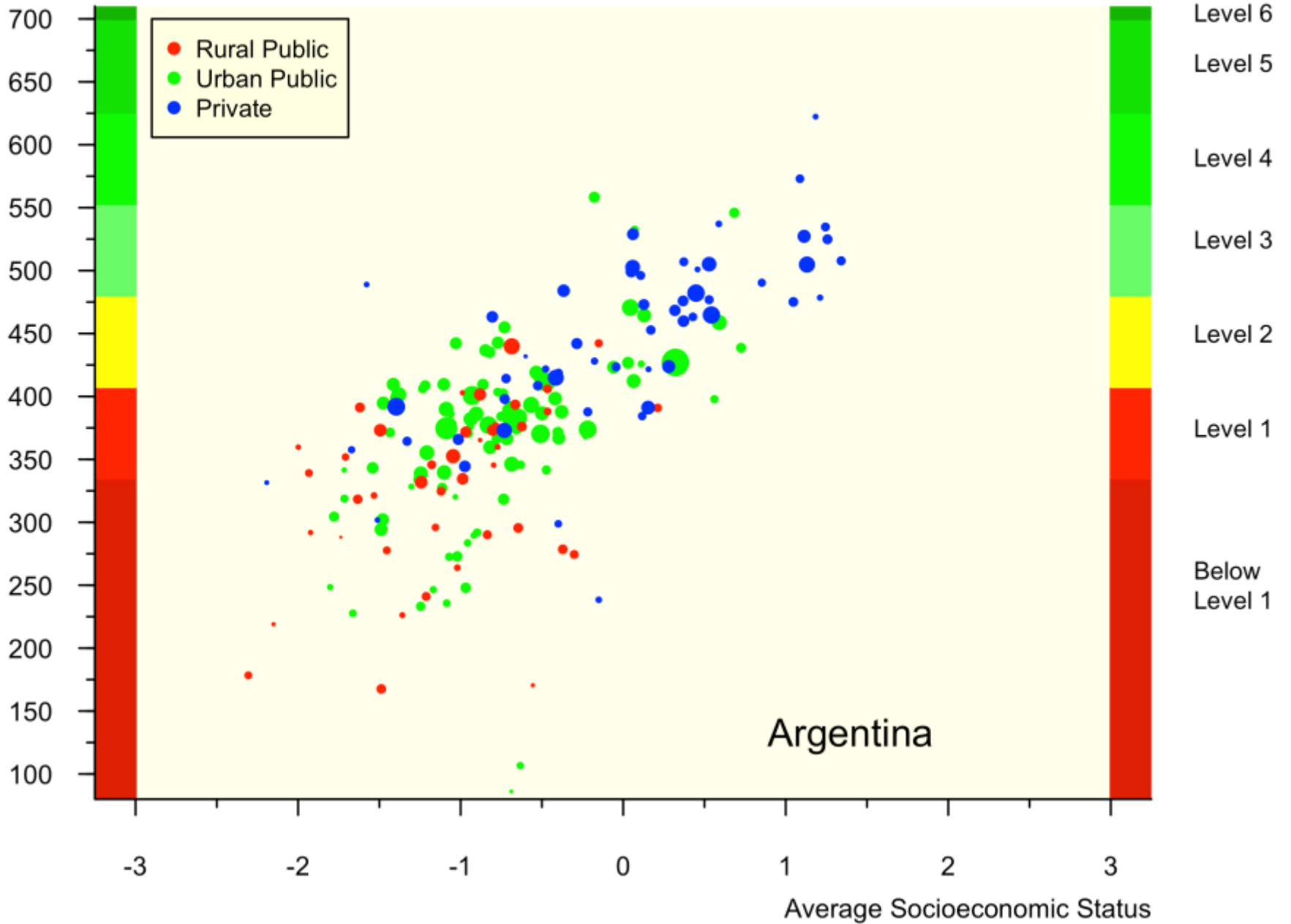




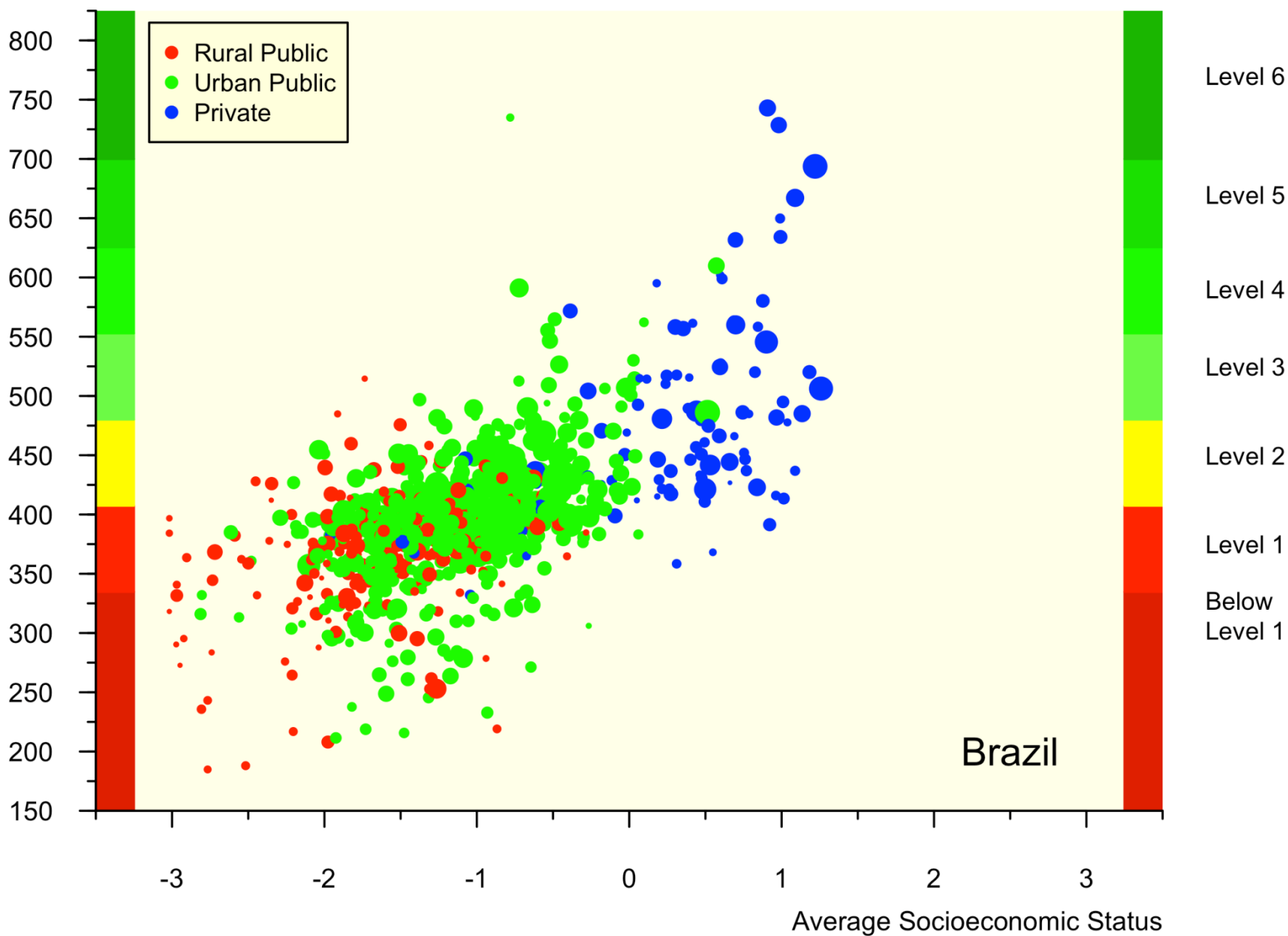


School Profiles

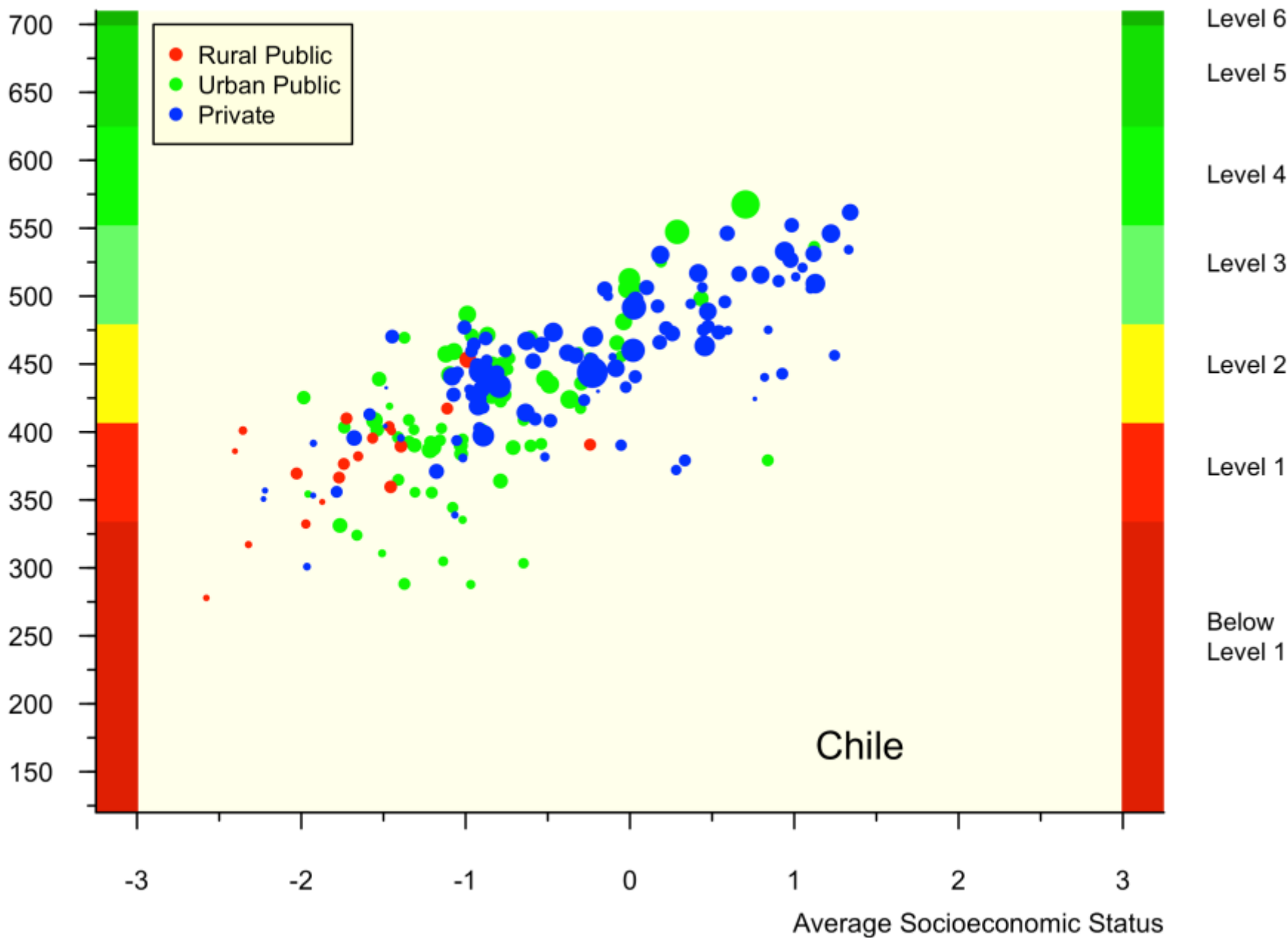
Average Reading Proficiency

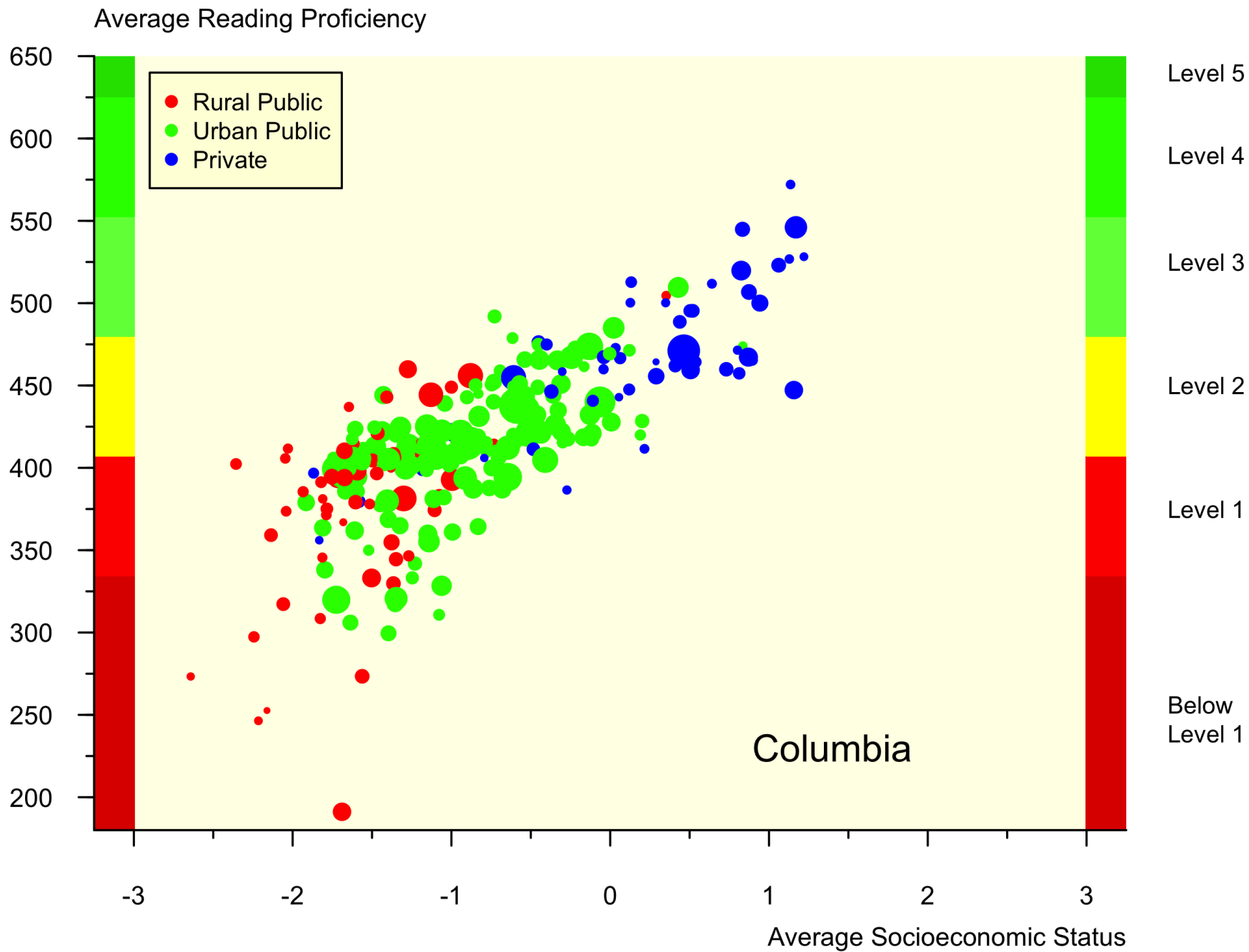


Average Reading Proficiency

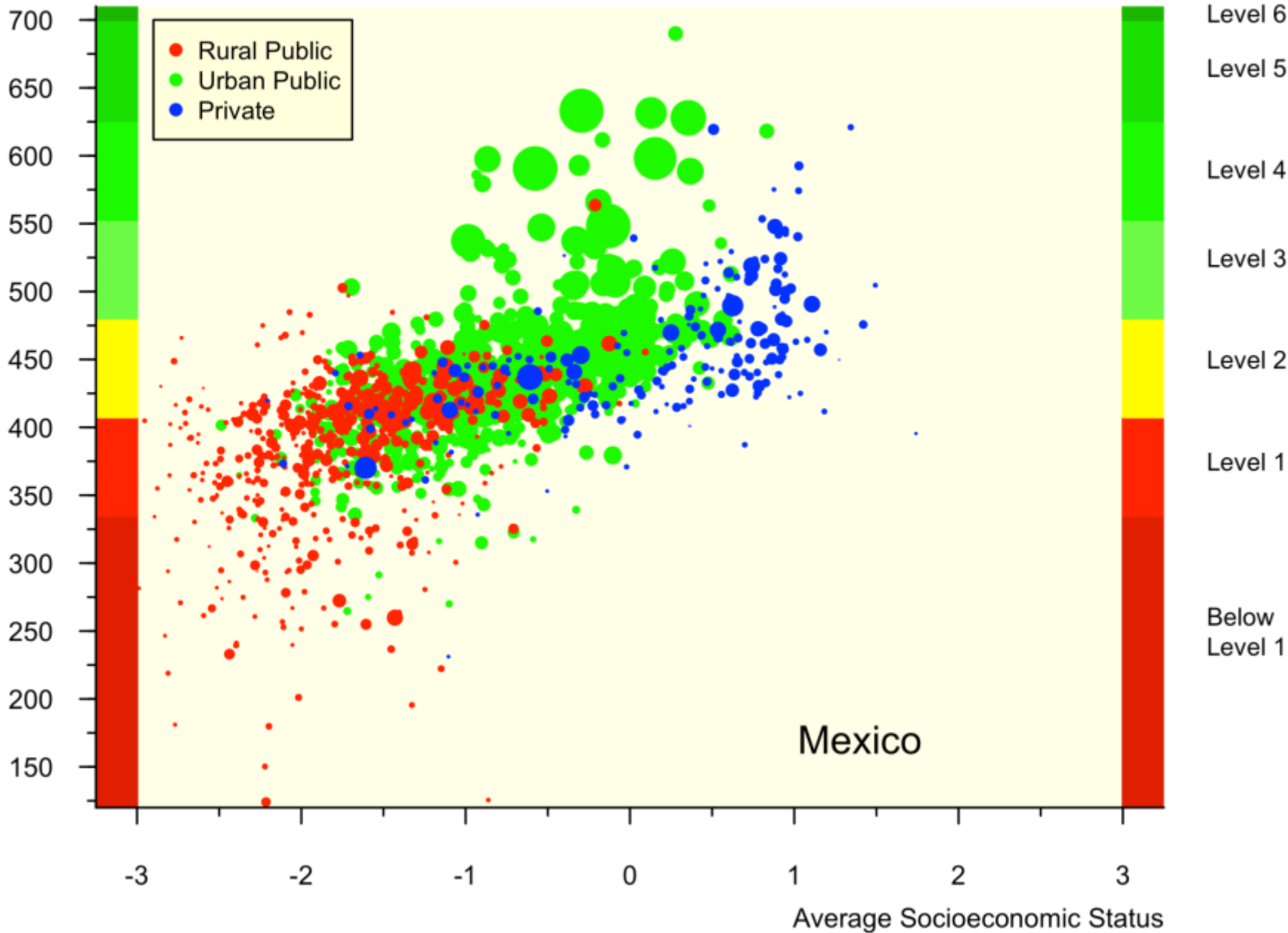


Average Reading Proficiency

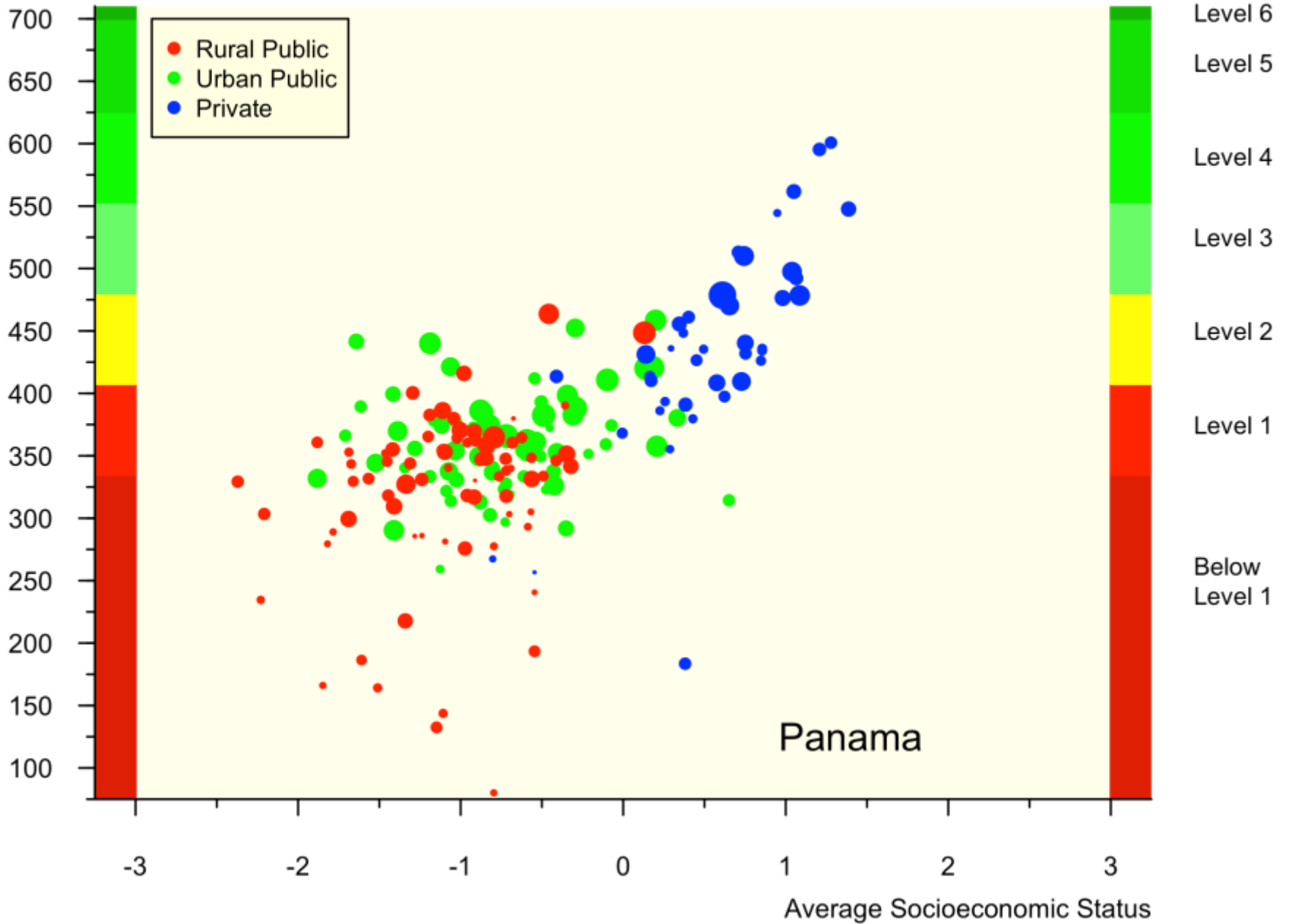




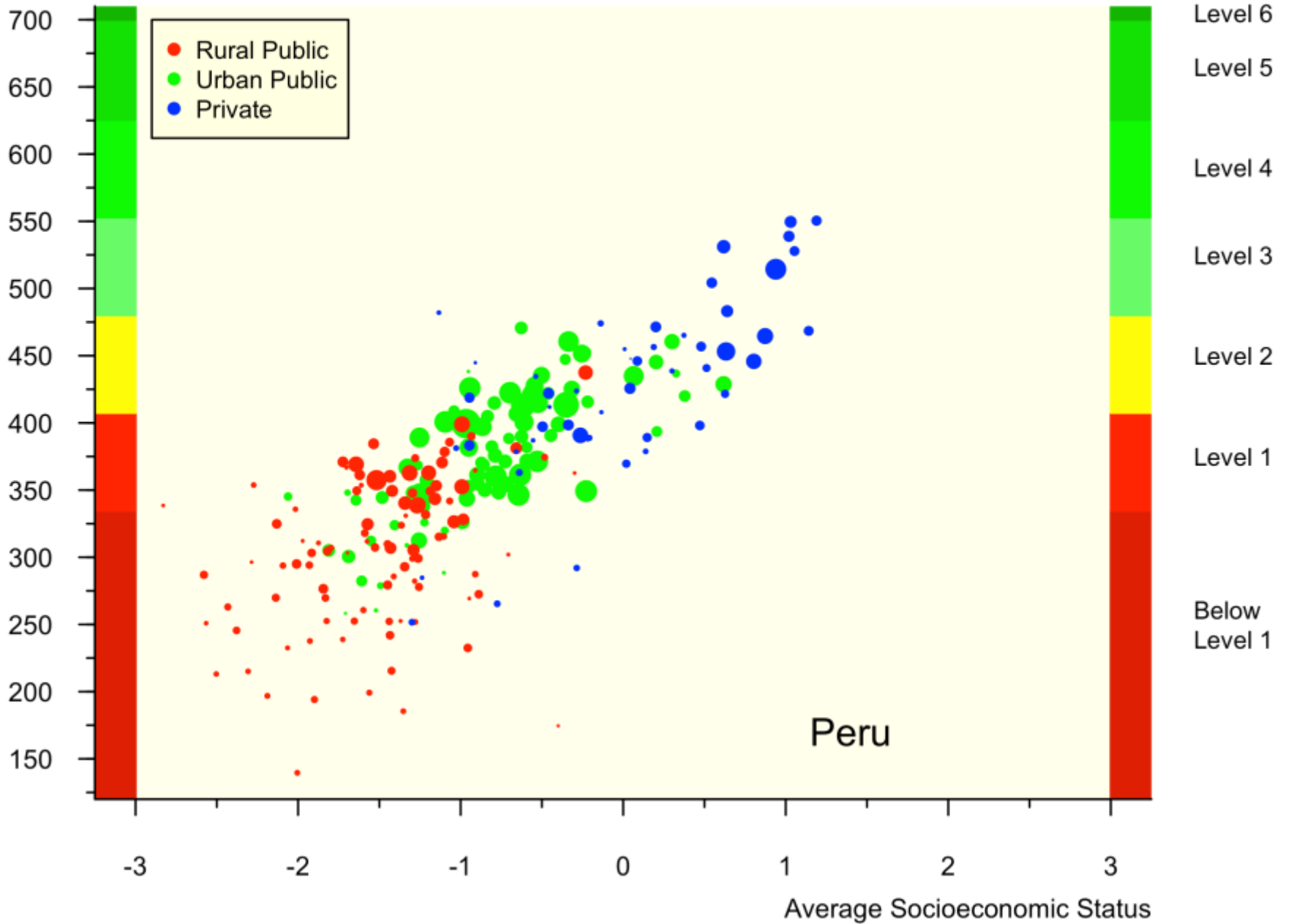
Average Reading Proficiency



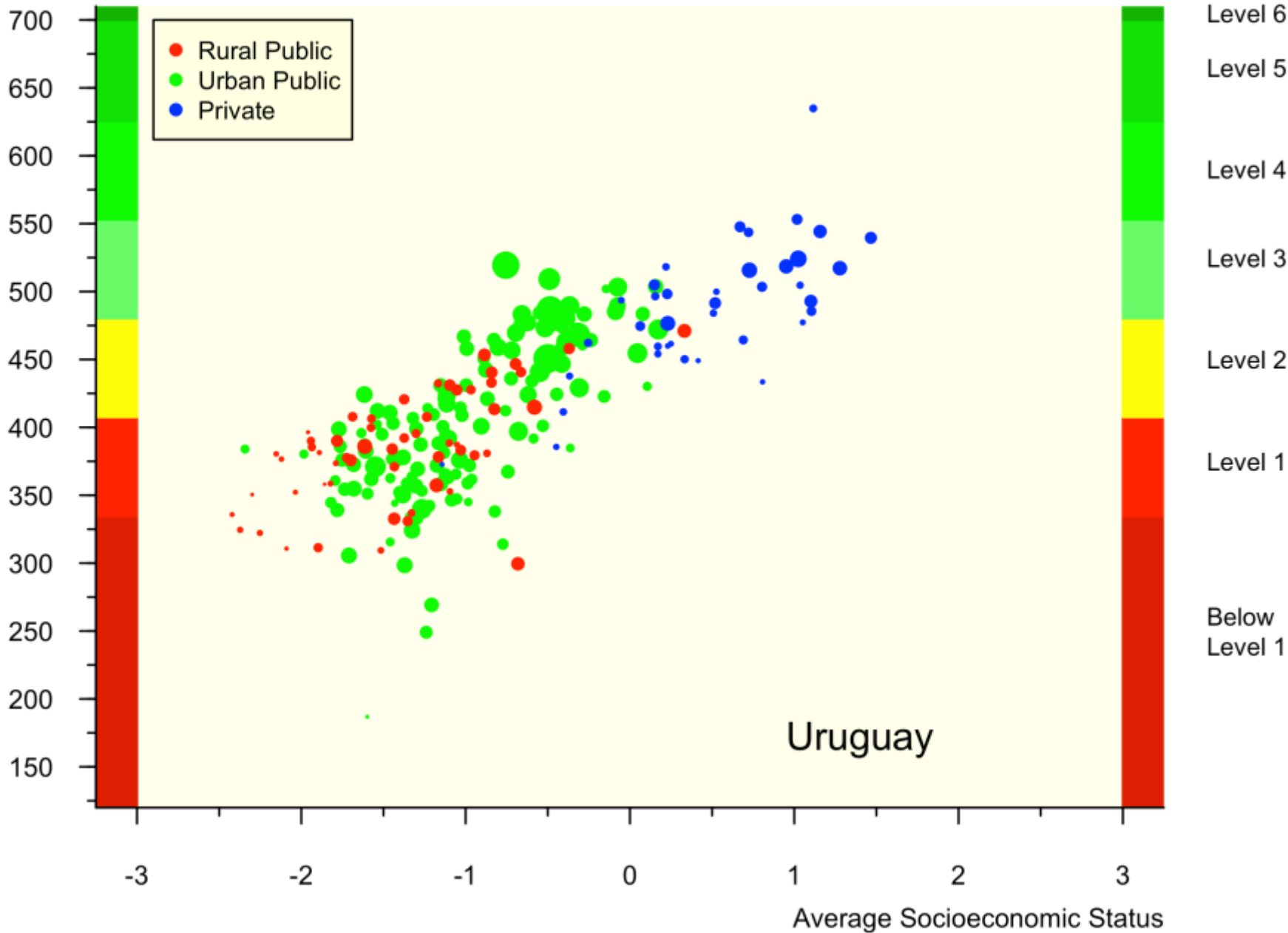
Average Reading Proficiency



Average Reading Proficiency



Average Reading Proficiency



Socioeconomic gradients and school profiles are powerful evaluation tools for characterising the performance of a school system.

They cause us to think about how we might raise and level the learning bar.



Three Core Issues:

- I. Range of SES
- II. Tipping Point
- III. Explaining why



Two-dimensional taxonomy of educational outcomes and predictive factors

	Input	Processes	Outcomes
Students	<p>Gender, grade level, socio-economic status</p> <p>Educational career, grades</p> <p>Immigration background, family environment and support</p> <p>ICT experience, attitudes, skills</p> <p>Openness, problem-solving styles</p>	<p>Attendance/truancy</p> <p>Outside-class activities - e.g. participation in after-school programmes</p> <p>Motivation, engagement</p> <p>Learning and thinking strategies, test taking strategies</p> <p>Learning time (including homework and private tuition)</p>	<p>Mathematical performance</p> <p>Mathematics-related attitudes, beliefs and motivation</p> <p>General school-related attitudes and behaviour, e.g. commitment, truancy</p> <p>Learning motivation, educational expectations</p>
Classrooms	<p>Class size, socio-economic background and ethnic composition</p> <p>Teacher education/training, expertise</p>	<p>Quality of instruction: structure, support, challenge</p> <p>Opportunity to learn: implemented curriculum, assigned tasks, mathematics-related activities</p> <p>Instructional time, grouping, assessment and feedback</p>	<p>Aggregated student variables</p>
Schools	<p>Socio-economic background and ethnic composition</p> <p>Affluence of the community</p> <p>School funding, public vs. private</p> <p>School size</p> <p>Parental involvement</p>	<p>Achievement orientation, shared norms, leadership, teacher morale and co-operation, professional development</p> <p>Admission and recruitment policies, tracking, course offerings/school curriculum, evaluation</p> <p>Teacher-student relations, supportive environment</p>	<p>Aggregated student variables</p> <p>Promotion/retention and graduation rates</p> <p>Attendance</p>
Countries (Systems)	<p>Economic wealth, social (in)equality</p> <p>Diversity policies</p>	<p>School funding, tracking and allocation, policies for professional teacher development, support for special needs and language minority students, hiring and certification policies</p> <p>Accountability and evaluation policies, locus of decision making</p>	<p>Aggregated student variables</p> <p>Average graduation level</p>

Table 1. The Learning Bar Policy Framework (www.thelearningbar.com)

Student Performance	What are the current levels of student performance? What are the current levels of student growth? What are the long-term trends in student performance and growth? To what extent do levels of performance and growth vary within and among schools?
Drivers of Performance	To what extent are levels of student performance and student growth related to school processes and practices?
Intervention Forecasting	Can we identify students that require specific types of interventions?
Resource Allocation	To what extent do schools vary in their levels of socioeconomic status? To what extent are low socioeconomic status students concentrated in certain schools?
Equality	To what extent do levels of performance and rates of growth vary among sub-populations, such as socioeconomic groups, immigrant and non-immigrant students, aboriginal and non-aboriginal students, males and females?
Equity	To what extent do students from differing sub-populations have access to key school resources and processes?
Successful Transitions	Are students acquiring the personal assets they need to make successful transitions at key stages of the schooling system and to achieve the learning and career goals that will enable them to become ethical citizens with an entrepreneurial spirit?

Five Key Themes



- **Early Learning Opportunities**
- **Family Support**
- **Learning Time**
- **Socioeconomic Status**
- **School Resources**

Two-dimensional taxonomy of educational outcomes and predictive factors

	Input	Processes	Outcomes
Students	Gender, grade level, socio-economic status Educational career, grades Immigration background, family environment and support ICT experience, attitudes, skills Openness, problem-solving styles	Attendance/truancy Outside-class activities - e.g. participation in after-school programmes Motivation, engagement Learning and thinking strategies, test taking strategies Learning time (including homework and private tuition)	Mathematical performance Mathematics-related attitudes, beliefs and motivation General school-related attitudes and behaviour, e.g. commitment, truancy Learning motivation, educational expectations
Classrooms	Class size, socio-economic background and ethnic composition Teacher education/training, expertise	Quality of instruction: structure, support, challenge Opportunity to learn: implemented curriculum, assigned tasks, mathematics-related activities Instructional time, grouping, assessment and feedback	Aggregated student variables
Schools	Socio-economic background and ethnic composition Affluence of the community School funding, public vs. private School size Parental involvement	Achievement orientation, shared norms, leadership, teacher morale and co-operation, professional development Admission and recruitment policies, tracking, course offerings/school curriculum, evaluation Teacher-student relations, supportive environment	Aggregated student variables Promotion/retention and graduation rates Attendance
Countries (Systems)	Economic wealth, social (in)equality Diversity policies	School funding, tracking and allocation, policies for professional teacher development, support for special needs and language minority students, hiring and certification policies Accountability and evaluation policies, locus of decision making	Aggregated student variables Average graduation level