PISA 2018 Results
Programme for International Student Assessment

Comparing quality and equity in education
OECD Parliamentary Network

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OECD
BETTER POLICIES FOR BETTER LIVES
OECD average reading score

Reading literacy in PISA

Student performance

Expenditure/student up by > 15%

7% can distinguish between fact and opinion, based on implicit cues pertaining to the content or source of the information.

9%

Poverty need not be destiny
Can the closest school be always the best school?
Variation in reading performance between and within schools

Performance variation between schools
Performance variation within schools
Learning time ≠ learning outcomes

Time in school

Learning out of school

Productivity

Note: Learning time is based on reports by 15-year-old students in the same country/economy in response to the PISA 2015 questionnaire. Productivity is measured by score points in reading per hour of total learning time.
Beyond reading, math and science

Growth mindset
Growth mindset and reading performance

Average reading score

Percentage of students who disagreed or strongly disagreed that their intelligence cannot change very much (%)

OECD average

More students holding a growth mindset

Similar relationship within most countries (Figure III.14.2)
Growth mindset and student attitudes

Change in the following indices when students disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much":

- Motivation to master tasks
- Self-efficacy
- Fear of failure
- Learning goals
- Value of school

All linear regression models account for students' and schools' socio-economic profile.
Growth mindset matters more for some groups

Students who disagreed or strongly disagreed that "your intelligence is something about you that you can’t change very much", by the following groups of students:

- Boys
- Girls
- Disadvantaged
- Advantaged
- Without an immigrant background
- With an immigrant background
What school life means for students’ life
It was clear to me that the teacher liked teaching us.
The enthusiasm of the teacher inspired me.
It was clear that the teacher likes to deal with the topic of the lesson.
The teacher showed enjoyment in teaching.

Comparison: Teacher enthusiasm and reading performance

Score-point difference in reading

Disagree
Agree
Strongly agree

compared to students who reported “strongly disagree.”
Students' **life satisfaction** and school climate

Change in the school-level index associated with a one-point change on the student life-satisfaction scale

**Fig III.11.7**

![Graph showing the relationship between school-level indices and change in students' life satisfaction.](image-url)
Inclusion

The right to be equal
The right to be different

Social background
Immigration
Gender
Location
High performers who do not expect to complete higher education

Percentage of students amongst those who have attained at least minimum proficiency (Level 2) in the three core PISA subjects and are high performers (Level 4) in at least one subject
Gender gap in career expectations amongst top performers
High performers in mathematics and/or science who aspire to science and engineering professionals

Expect to work as science or engineering professionals

- Top performers among all students
- Girls
- Boys

Fig II.8.8
### Compounding disadvantage

<table>
<thead>
<tr>
<th></th>
<th>Students with disadvantaged social background</th>
<th>Students with advantaged social background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth mindset</td>
<td>Red</td>
<td>Green</td>
</tr>
<tr>
<td>Positive feeling</td>
<td>Red</td>
<td>Green</td>
</tr>
<tr>
<td>Life satisfaction</td>
<td>Red</td>
<td>Green</td>
</tr>
<tr>
<td>Sense of belonging</td>
<td>Red</td>
<td>Green</td>
</tr>
<tr>
<td>Bullying</td>
<td>Red</td>
<td>Green</td>
</tr>
<tr>
<td>Discipline</td>
<td>Red</td>
<td>Green</td>
</tr>
<tr>
<td>Teacher enthusiasm</td>
<td>Red</td>
<td>Green</td>
</tr>
<tr>
<td>Teacher support</td>
<td>Green</td>
<td>Red</td>
</tr>
<tr>
<td>Co-operation</td>
<td>Red</td>
<td>Green</td>
</tr>
</tbody>
</table>
Isolation of disadvantaged students from high-achieving students in reading

Lower probability for disadvantaged students to attend a school that enrolls high-achieving students

Disadvantaged students have only a 1 in 6 chance to be enrolled in a school with high-achieving students

PISA 2018 RESULTS
Few systems align resources with needs

Based on principals’ reports

Mean index difference between advantaged and disadvantaged schools

Index of shortage of education staff

Index of shortage of educational material

Disadvantaged schools have more resources than advantaged schools

Disadvantaged schools have fewer resources than advantaged schools
Thank you

Find out more about our work at www.oecd.org/pisa

- PISA 2018: Insights and Implications
- PISA 2018 Results (Volume I): What Students Know and Can Do
- PISA 2018 Results (Volume II): Where All Students Can Succeed

Take the test: www.oecd.org/pisa/test

FAQs: www.oecd.org/pisa/pisafaq

PISA indicators on Education GPS: http://gpseducation.oecd.org

PISA Data Explorer: www.oecd.org/pisa/data

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