

Niðurstöður PISA 2009

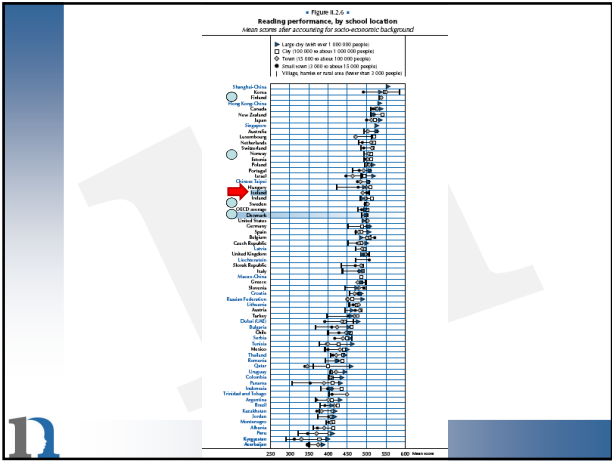
Niðurstöður gefnar út af OECD í sex bindum:

- **I. bindi:** What Students Know and Can Do: Student Performance in Reading, Mathematics and Science
- **II. bindi:** Overcoming Social Background: Equity in Learning Opportunities and Outcomes
- **III. bindi:** Learning to Learn: Student Engagement, Strategies and Practices
- **IV. bindi:** What Makes a School Successful? Resources, Policies and Practices
- **V. bindi:** Learning Trends: Changes in Student Performance Since 2000
- **VI bindi:** Digital Readers: Performance in reading digital texts (Kemur út í júní 2011)

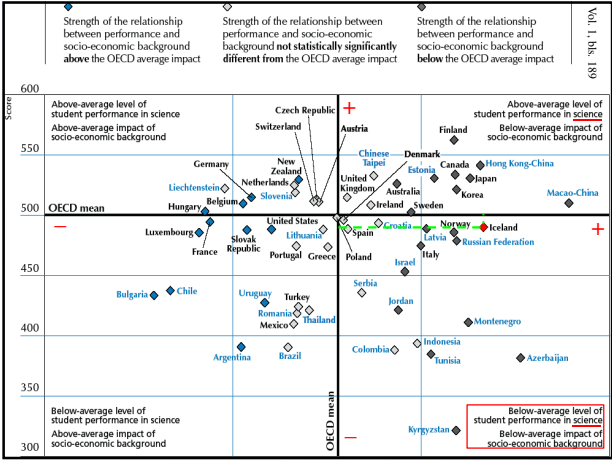
pisa.oecd.org







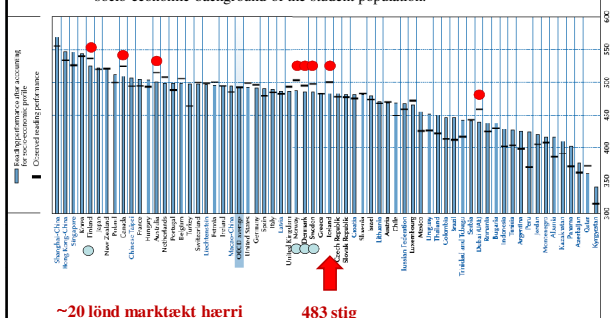




- Canada, Finland and Korea, together with the partner economy Hong Kong-China, Japan and Shanghai-China display high student performance in reading and, at the same time, a below-average impact of economic, social and cultural status on student performance.
- With mean performance closer to the OECD average, Estonia and **Iceland** also appear among the countries with relatively gentle and weak relationships between socio-economic background and performance.
- These school systems can be considered worthwhile cases for analysis inasmuch as they succeed in having both high levels of equity and high levels of performance.
- *Volume IV, What Makes a School Successful?*, delves into the organisational characteristics of these successful school systems.



- Figure II.3.5 shows the average scores before and after accounting for countries' socio-economic profile. This hypothetical adjustment assumes that all countries have the same average PISA index of economic, socio-economic and cultural status, equal to that of the OECD average.
- The difference between the observed performance and the adjusted performance reflects the extent to which performance differences are driven by the average socio-economic background of the student population.



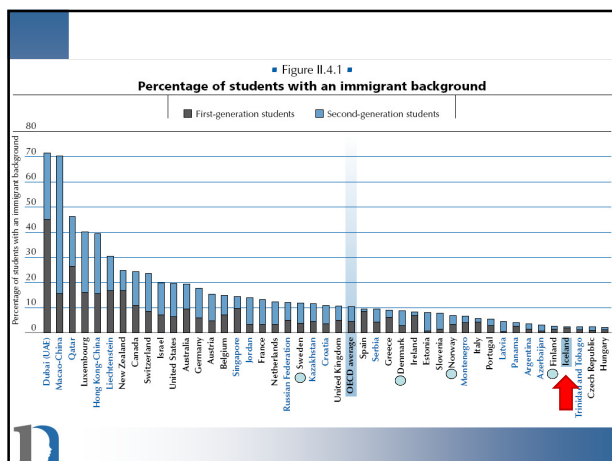
- With such an adjustment, Spain and Italy would move from a below-average unadjusted score to an adjusted score around the OECD average. Turkey, Portugal and Macao-China would move from below the OECD average to above.
- The adjustment also improves scores for Mexico by 30 score points and reduces **Iceland's** mean performance from 500 to 483 score points.
- Among the partner countries and economies, the adjustment raises the performance score by more than 25 *score points* in Thailand, Kyrgyzstan, Uruguay, Indonesia and Argentina; more than 30 *score points* in Brazil, Colombia, Panama and Albania; and more than 50 *score points* in Peru. The score for Dubai (UAE) decreases by 21 score points and that of Qatar by 12 score points.



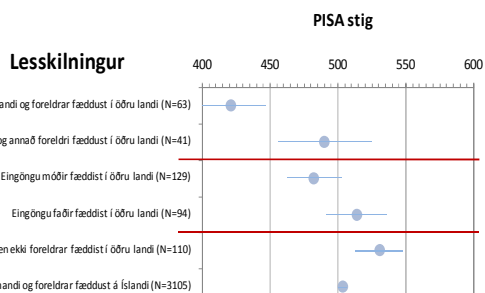
- For countries whose average socio-economic background is relatively disadvantaged, and which have a large dispersion of socio-economic characteristics, it is particularly difficult to meet the needs of disadvantaged students: Not only are there many disadvantaged students, but many disadvantaged students show very low levels of socioeconomic background.
 - For example, in Mexico, Turkey and the partner countries Brazil and Colombia, more than 50% of all students come from a socio-economic background below that of the least-advantaged 15% of students in the OECD countries and in Indonesia, Peru and Thailand, more than 60% of students do so.
 - In contrast, in Norway, Australia, **Iceland**, Canada and Finland, less than 5% of students have a socio-economic background below that of the least advantaged 15% of students in the OECD countries.

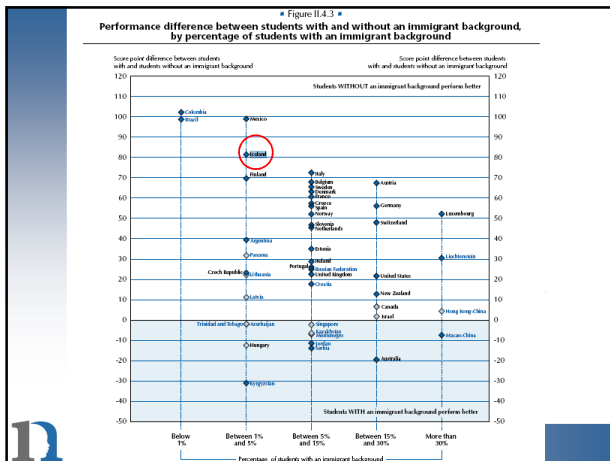
15%



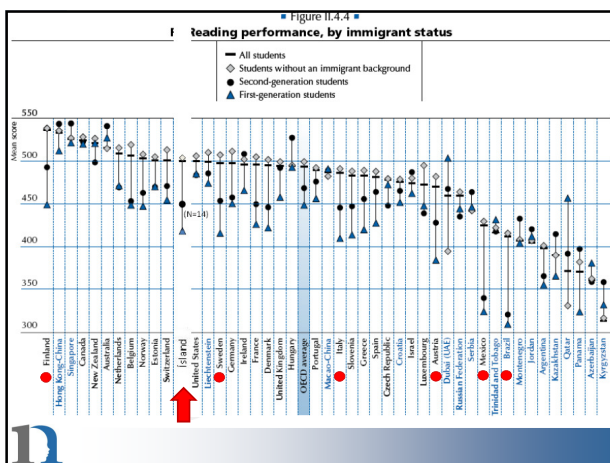


Staða aðfluttra nemenda og nemenda sem eiga aðflutta foreldra miðað við innfædda nemendur á Íslandi samkvæmt PISA 2009



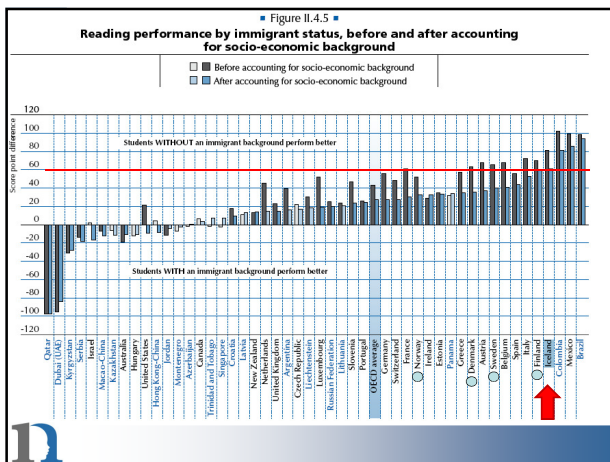


- Hve vel tekst menntakerfum að veita aðfluttum börnum þá þjónustu sem þau þurfa til að eiga tækifæri til grunnmenntunar á við innfædda í því landi sem þau búa?
 - Það er einmitt vegna þess að mikill munur er á lesskilningi aðfluttra og innfæddra nemenda hér á landi sem leggja þarf áherslu á að hlúa sérstaklega að þessum hópi.
 - Hann er fámennur en staða hans er óvenjulega slæm miðað við aðra nemendur, samanborið við stöðuna í öðrum löndum.



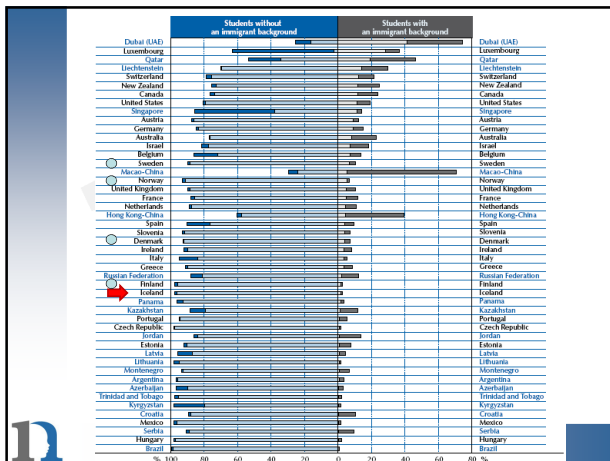
- On average across OECD countries, students with an immigrant background tend to have a socio-economic background that is 0.4 of a standard deviation lower than that of their non-immigrant peers.
- This relationship is particularly strong in Luxembourg, the Netherlands, **Iceland**, Denmark, Austria, Germany and the United States.



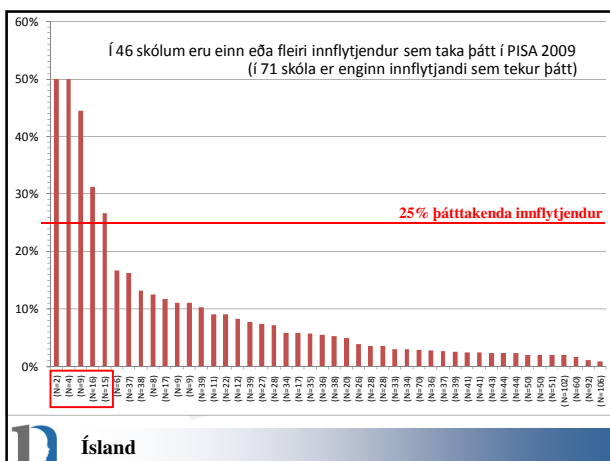


- Across countries, it is common for students with an immigrant background not to speak the language of assessment at home.
- Students with an immigrant background are more likely to speak a language different than that of the assessment at home in the United States, Sweden, Austria, Norway, Denmark, Australia, New Zealand, Germany and **Iceland**.
- Foreign language at home in Iceland:
 - Natives: 1%
 - Second generation immigrants: 53%
 - First generation immigrants: 82%





- Differences in the quality of resources for education between schools attended by students with and without an immigrant background tend to be small, on average across the OECD area (Figure II.4.13).
- In Mexico, Belgium, Germany, **Iceland**, Luxembourg and Switzerland, however, students with an immigrant background attend schools in which principals more frequently report that the low quality of educational resources hinders learning.
- In most countries, schools attended by students with and without an immigrant background tend to be comparable in terms of human resources. However, among OECD countries, in **Iceland**, the United Kingdom, Israel, Portugal, Spain, the Netherlands, Denmark, Austria and Ireland is the student-teacher ratio higher in schools attended by students without an immigrant background.



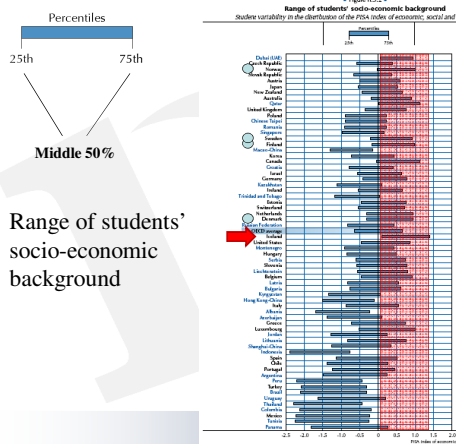
- In Belgium, for example, where the overall variance is 20% above the OECD average, the proportion of the total variance that is attributed to between-school differences is higher than the OECD average, but the within-school variance is lower than the OECD average.
- The same holds for Germany, Italy, Austria, Greece and Japan, among OECD countries with higher variance between schools, but lower within school variance than the OECD average.
- In contrast, in Sweden, New Zealand, **Iceland**, Australia, Ireland, the United Kingdom and Switzerland, the above-average total variation is driven by large performance differences within schools.

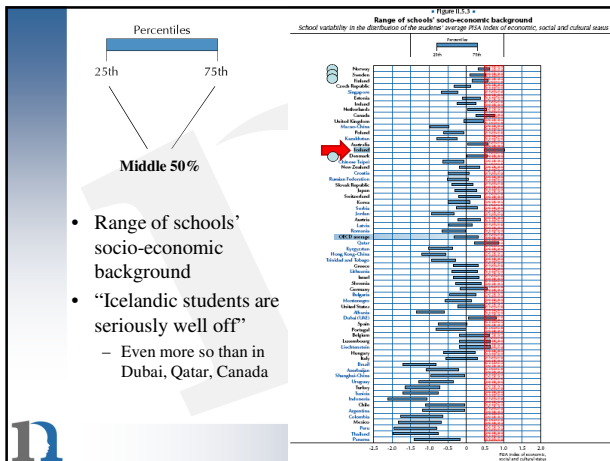


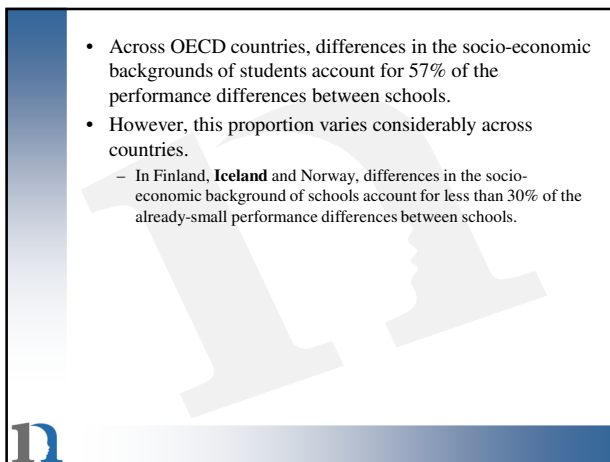
- **Every OECD country with academic and social inclusion above the OECD average, except Spain, has a mean performance at or above the OECD average (Tables II.5.1 and II.5.2).**
 - These countries include Australia, Canada, Denmark, Estonia, Finland, **Iceland**, Ireland, New Zealand, Norway, Sweden, Switzerland and the United Kingdom.
- Schools in the OECD countries Chile, Hungary, Mexico, Turkey, Greece, Austria, Belgium and Italy show below-average levels of both academic and social inclusion.
 - This signals a school system in which students of similar socio-economic background and academic performance generally attend the same schools.

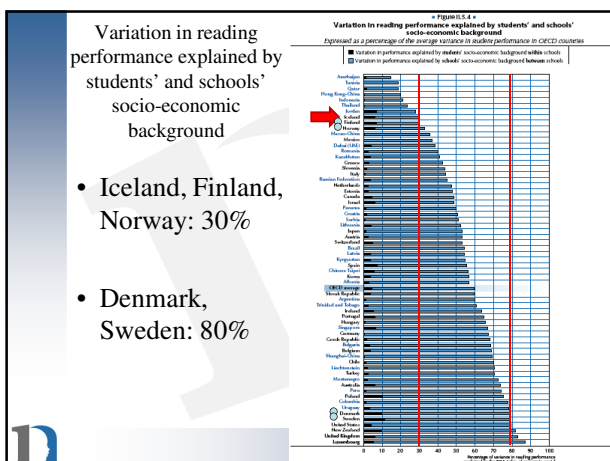


- Range of students' socio-economic background

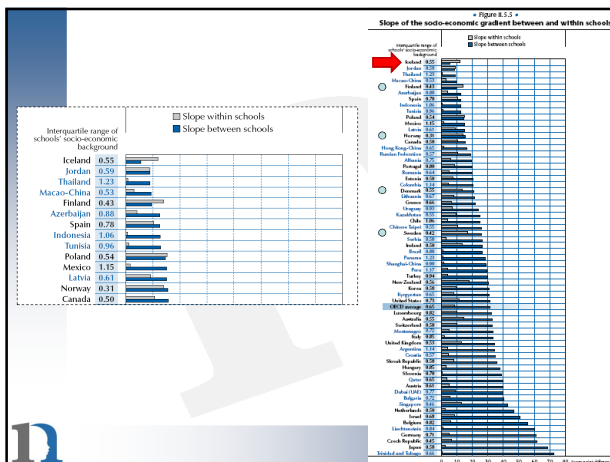








- Within-school differences in socio-economic background across students display a gentler relationship with performance than the between-school differences.
- Consider the case of two students in the same country living with families whose different economic, social and cultural status gives them scores on the index that are $\frac{1}{4}$ standard deviation above, and $\frac{1}{4}$ below the mean.
- If these students attend the same school, with an average socio-economic profile, the predicted performance gap is smaller: on average across OECD countries it stands at 9 score points.
- It is between 10 and 18 score points in New Zealand, Sweden, Poland, Australia, Finland, Norway, Denmark, Ireland, the United Kingdom, **Iceland**, the United States, Canada, Spain, Luxembourg and Switzerland, and in the partner countries Singapore, Chinese Taipei and the Russian Federation
- (grey bar in Figure II.5.5).



Pre-primary education

- On average across OECD countries, 72% of the 15-year-old students assessed by PISA reported that they had attended more than one year of pre-primary education when they were children.
- According to students' responses, more than one year of pre-primary education is practically universal in Japan, the Netherlands, Hungary, Belgium, **Iceland** and France, where over 90% of 15-year-olds reported that they had attended pre-primary education for more than one year.



