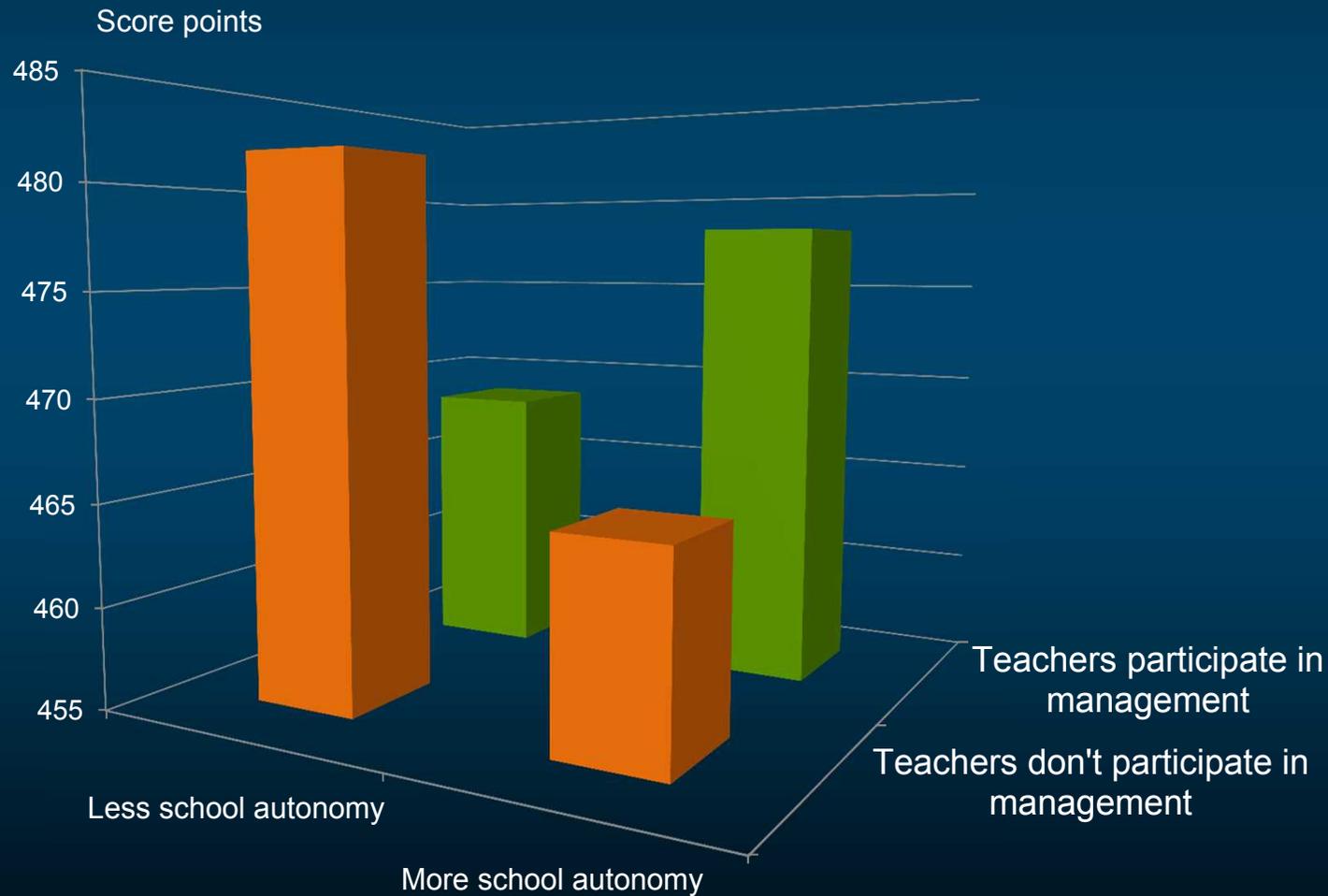


Schools with more autonomy perform better than schools with less autonomy in systems with more collaboration

Fig IV.1.17

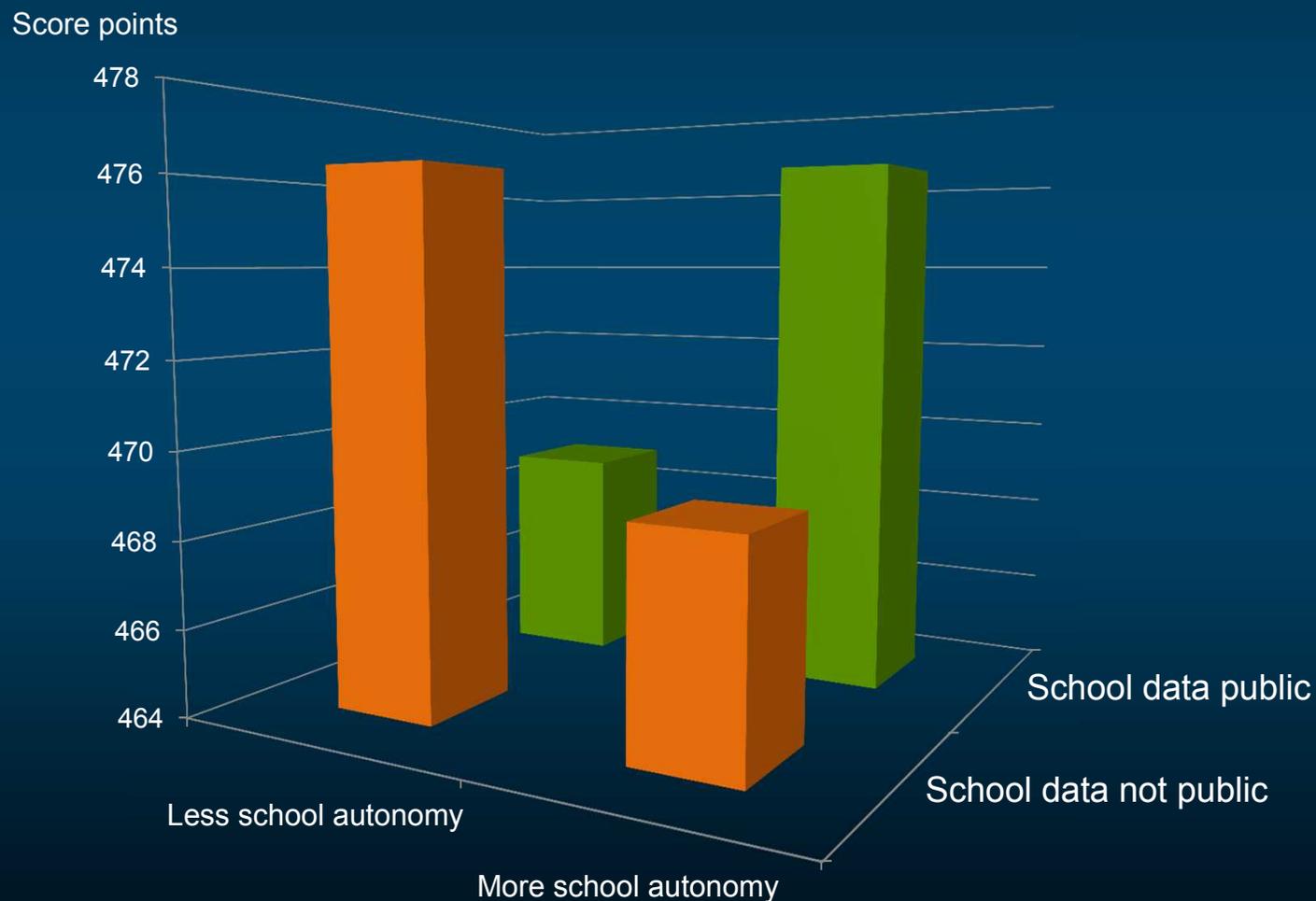
School autonomy for resource allocation x System's level of teachers participating in school management
Across all participating countries and economies



Schools with more autonomy perform better than schools with less autonomy in systems with more accountability arrangements

Fig IV.1.16

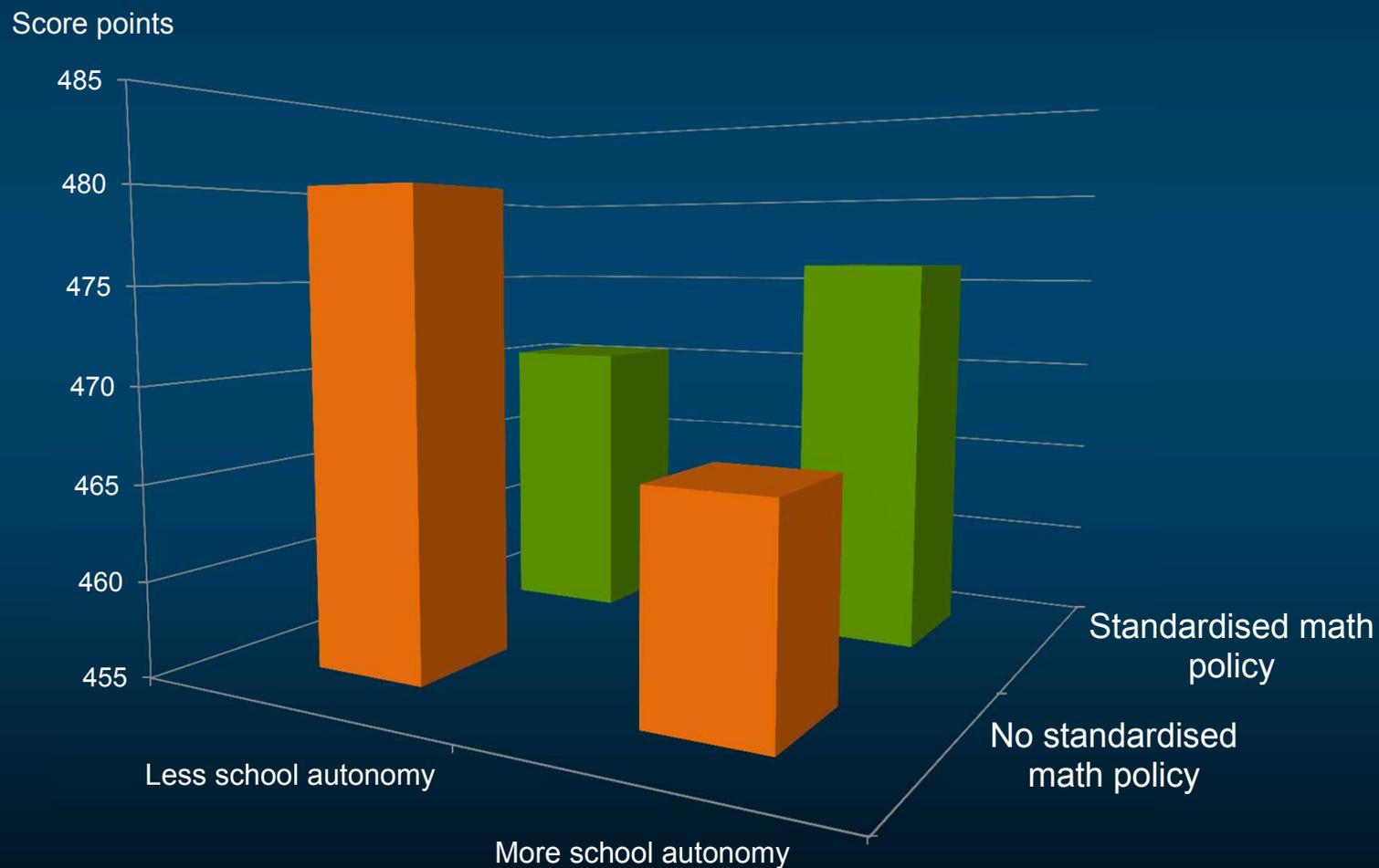
School autonomy for curriculum and assessment
x system's level of posting achievement data publicly



Schools with more autonomy perform better than schools with less autonomy in systems with standardised math policies

Fig IV.1.16

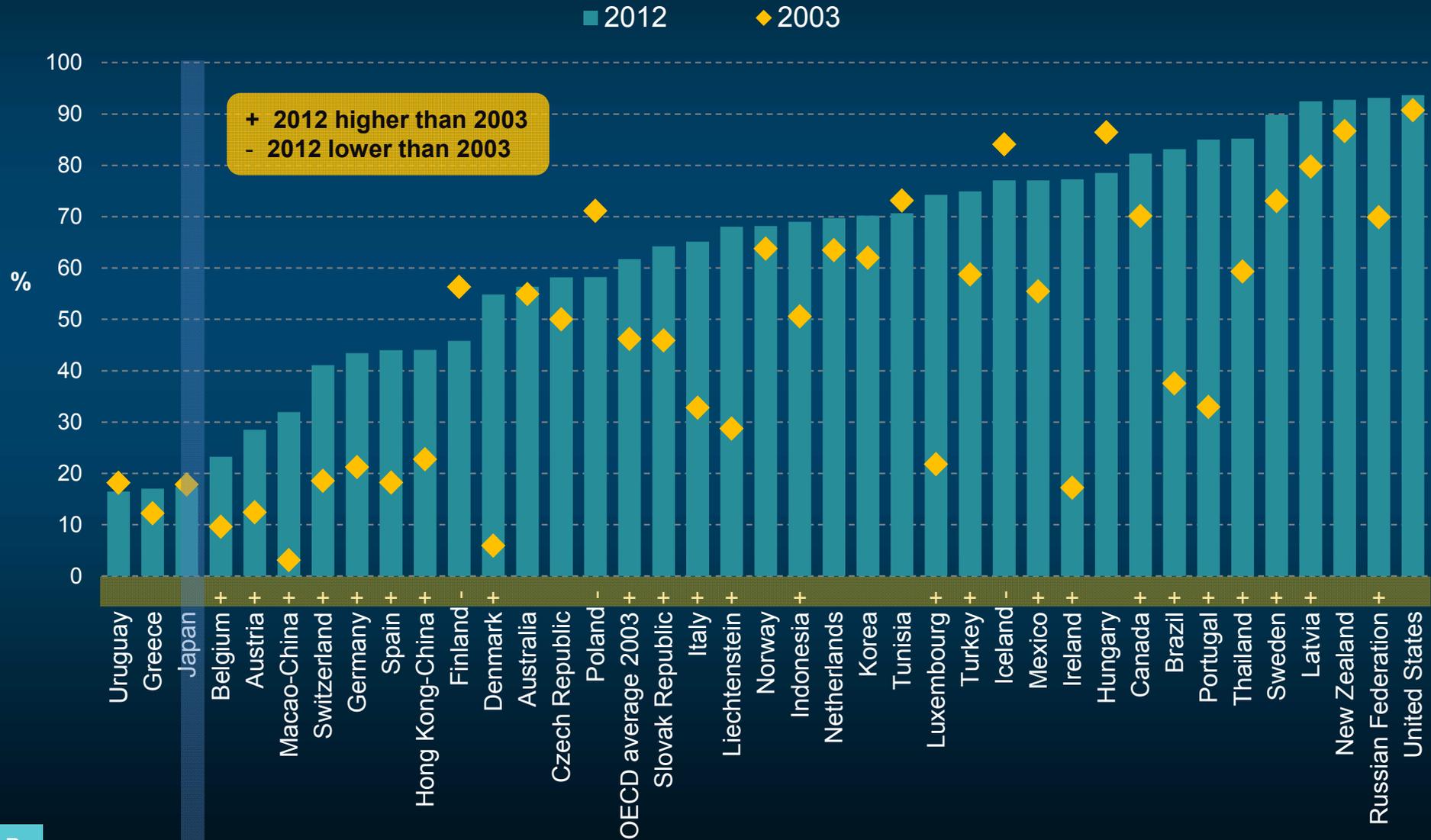
School autonomy for curriculum and assessment
x system's extent of implementing a standardised math policy (e.g. curriculum and instructional materials)



Change between 2003 and 2012 in using student assessment data to compare school performance

Fig IV.4.18

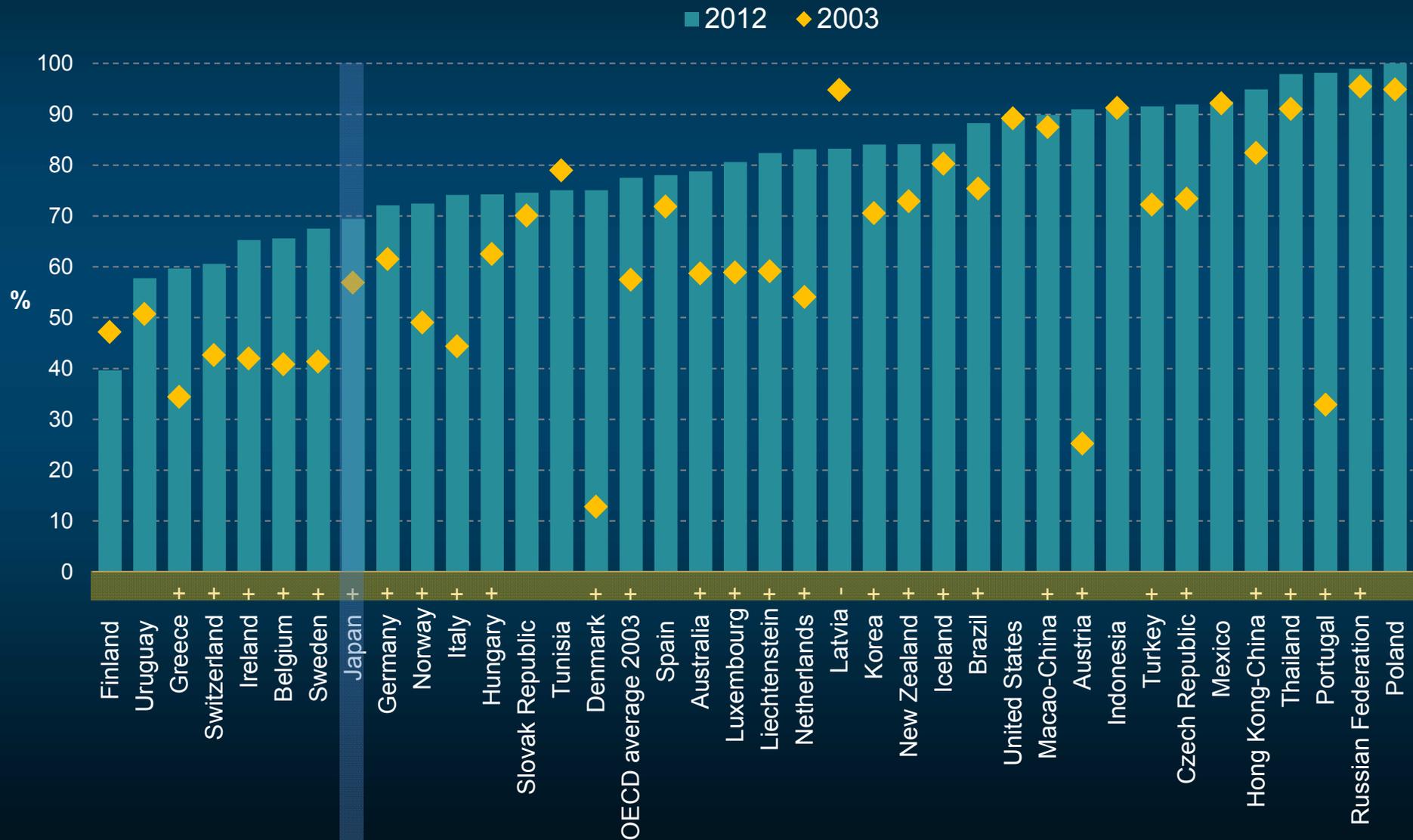
Percentage of students in schools that use assessment data to compare the school against regional or national benchmarks



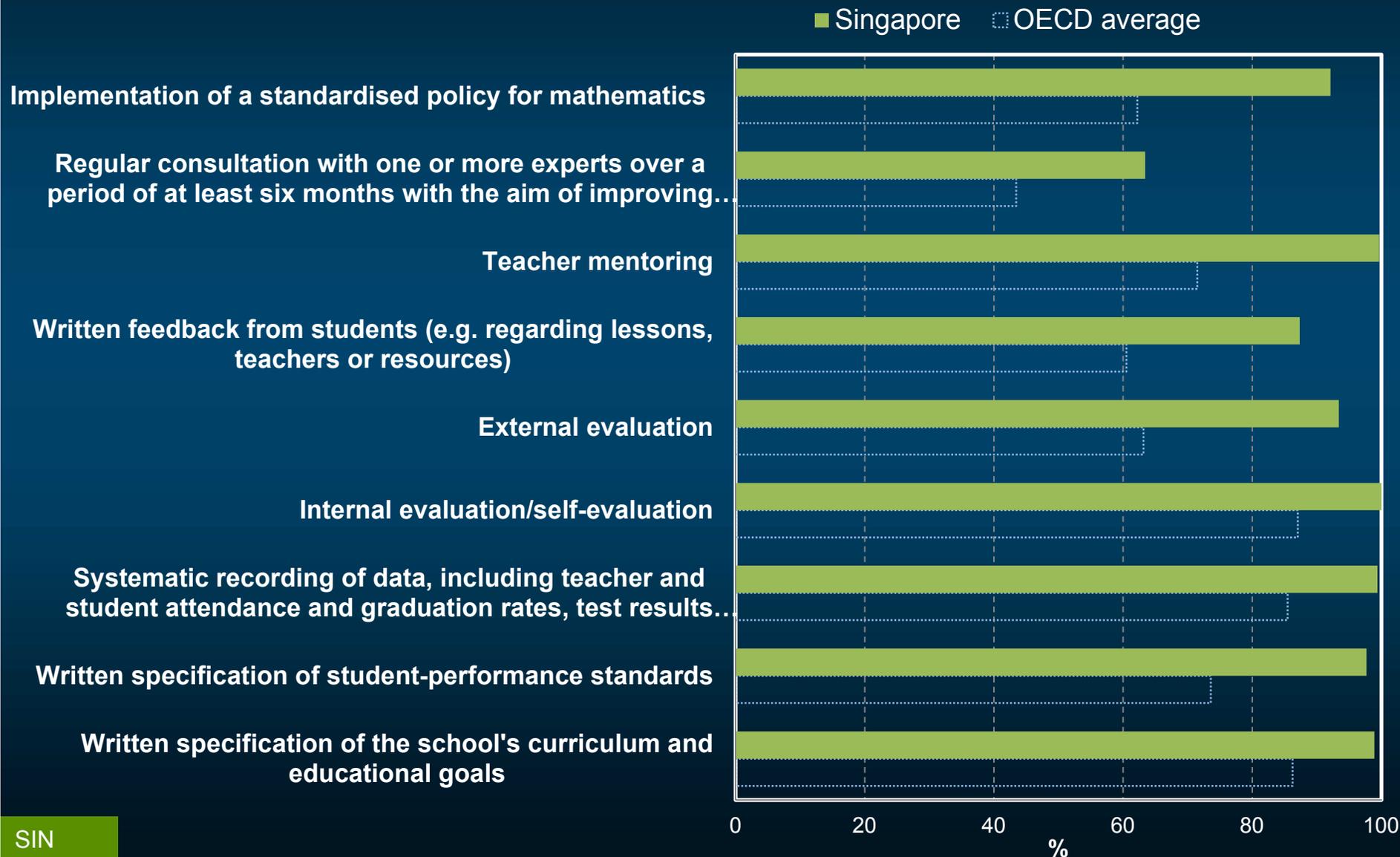
Change between 2003 and 2012 in using student assessment data to monitor teachers

Fig IV.4.19

Percentage of students in schools that use assessment data to monitor teachers:



Percentage of students in schools whose principal reported that their schools have the following for quality assurance and improvement:

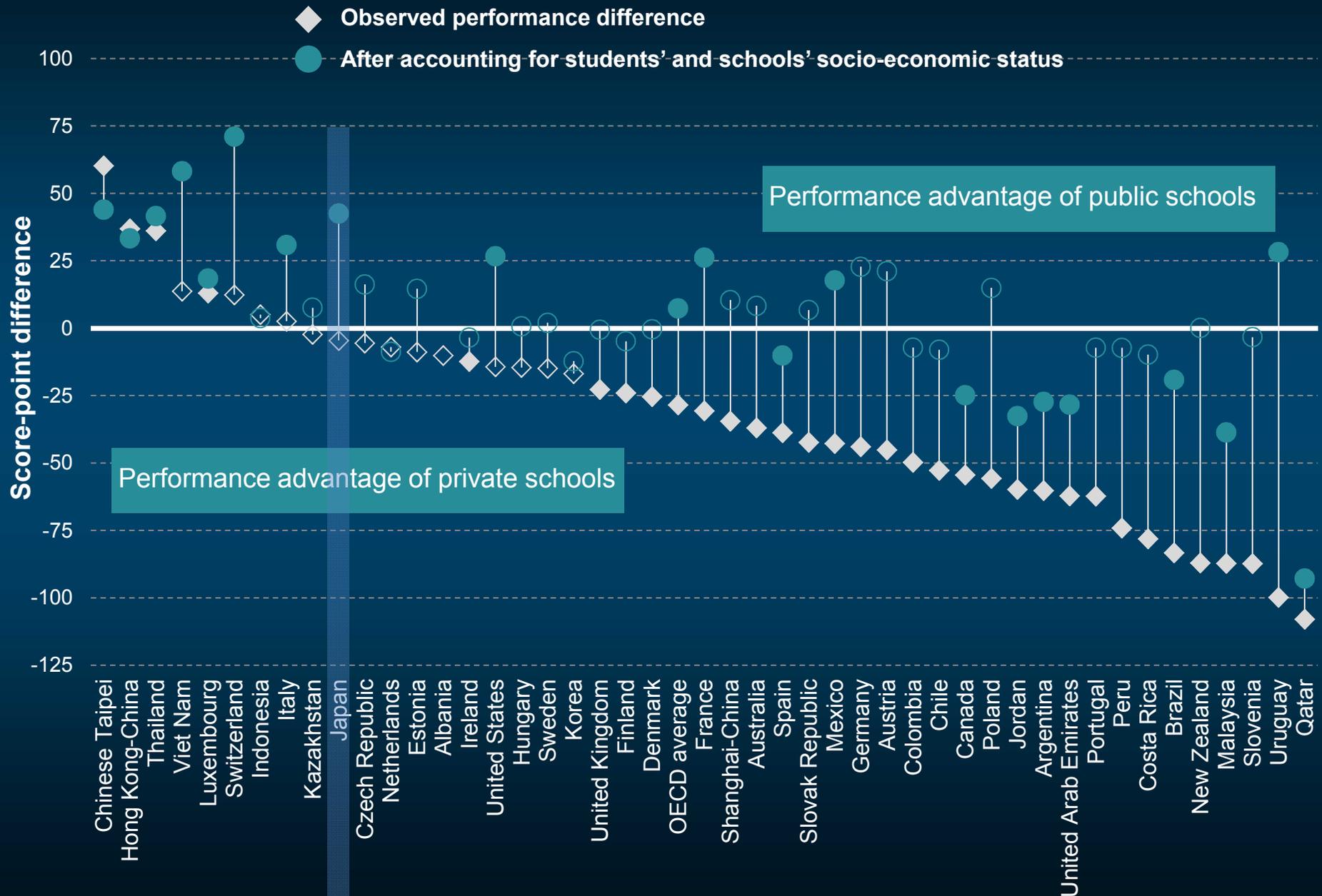


The issue is not how many charter schools
a country has...

...but how countries enable every school
to assume charter type autonomy

Differences in mathematics performance between private and public schools shrink considerably after accounting for socio-economic status

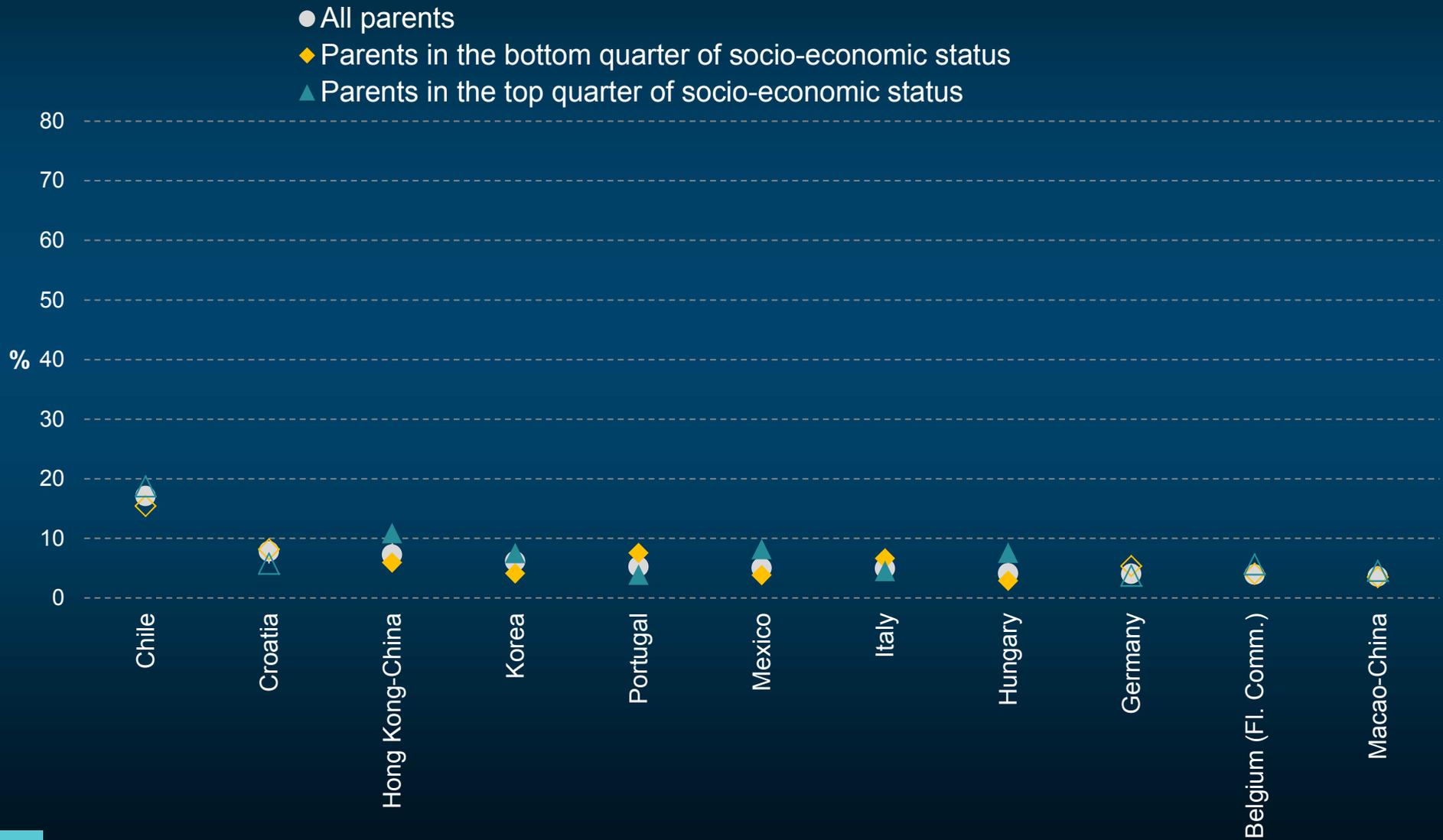
Fig IV.1.19



A school's religious philosophy is not a determining factor when parents choose a school for their child

Fig IV.4.5

Percentage of parents who reported that a school adheres to a particular religious philosophy is a very important criterion when choosing a school for their child

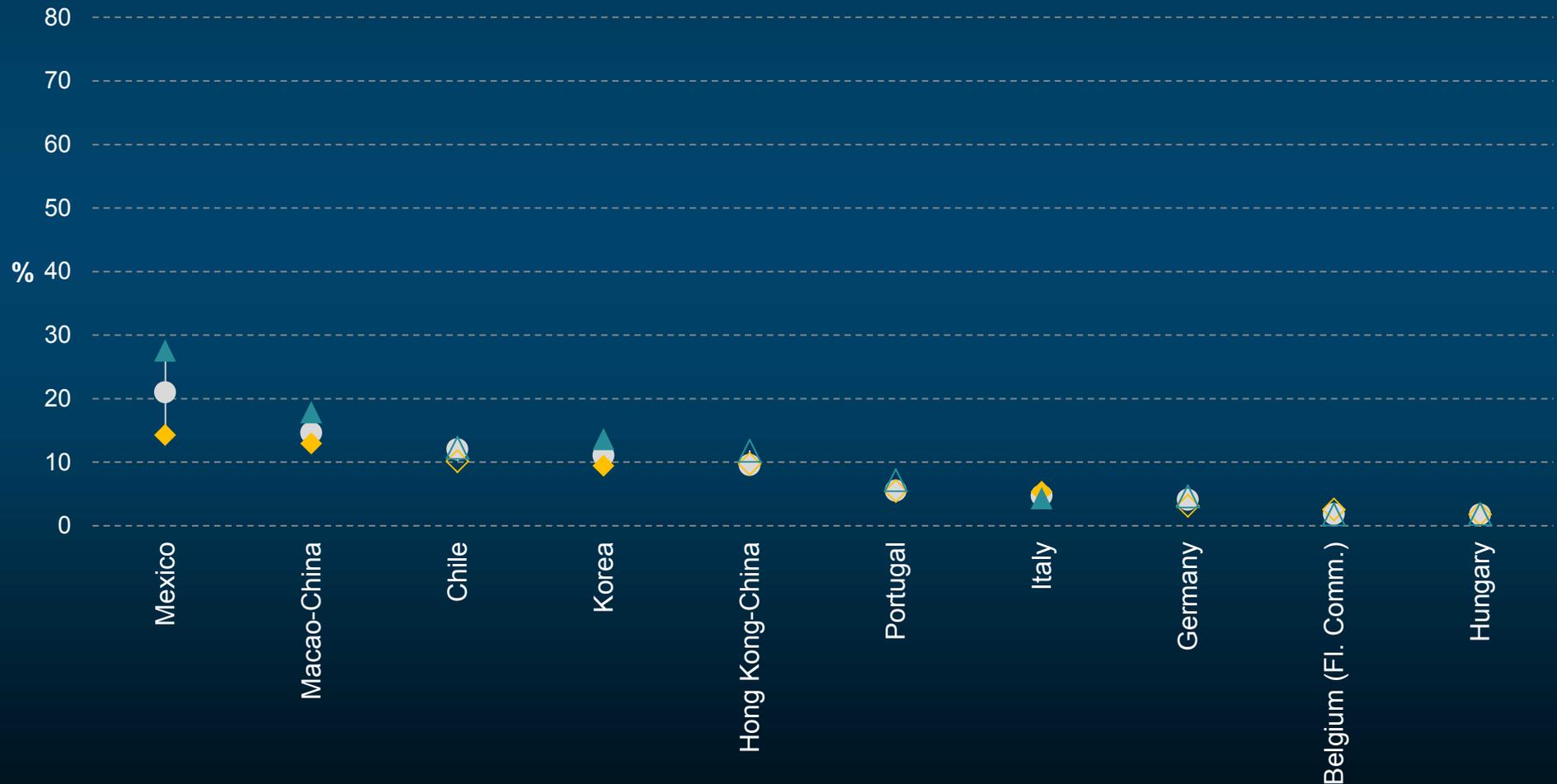


A school's particular approach to teaching is not a determining factor when parents choose a school for their child

Fig IV.4.5

Percentage of parents who reported that a particular approach to pedagogy is a very important criterion when choosing a school for their child

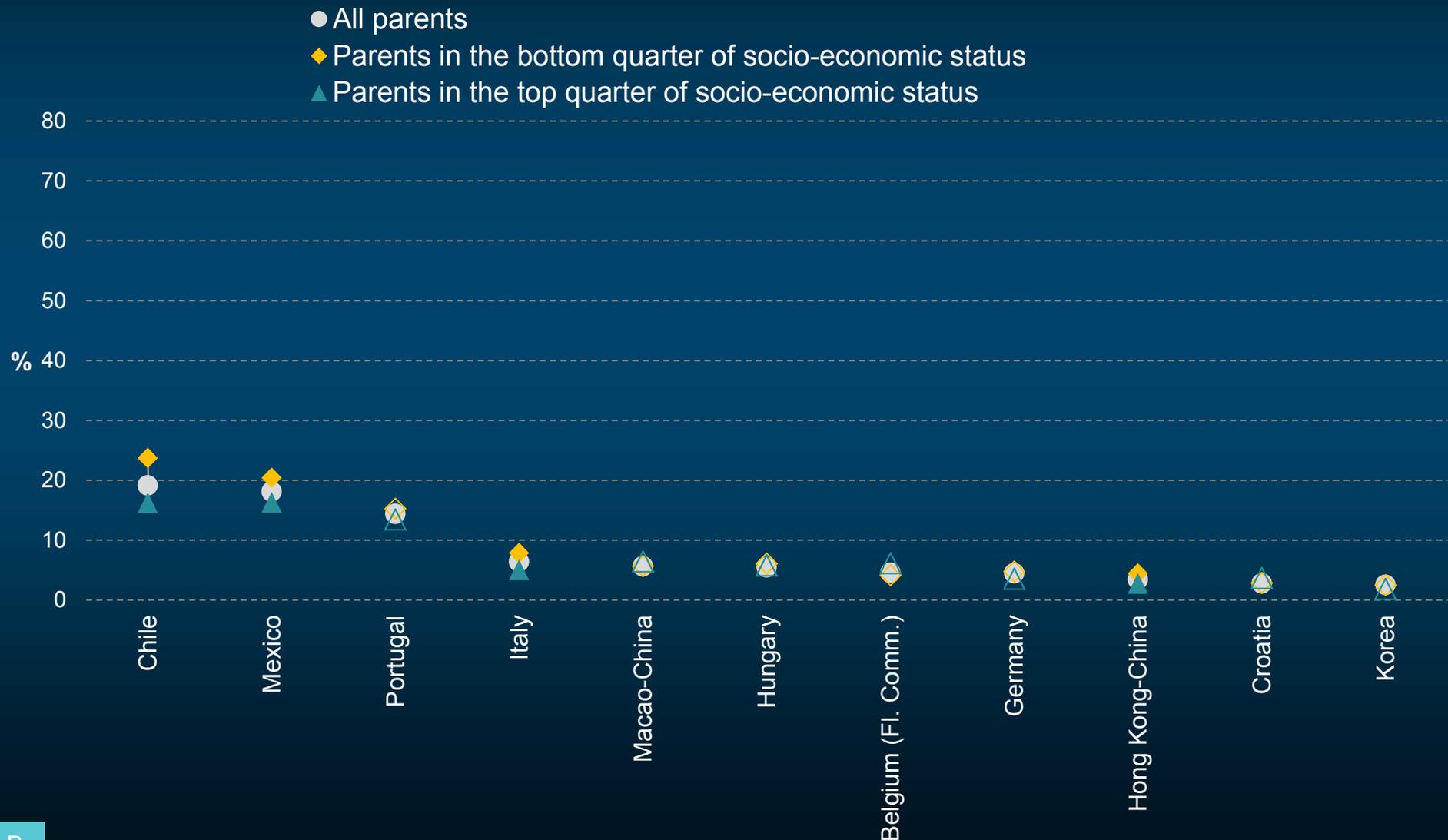
- All parents
- ◆ Parents in the bottom quarter of socio-economic status
- ▲ Parents in the top quarter of socio-economic status



Legacy is not an important criterion when choosing a school

Fig IV.4.5

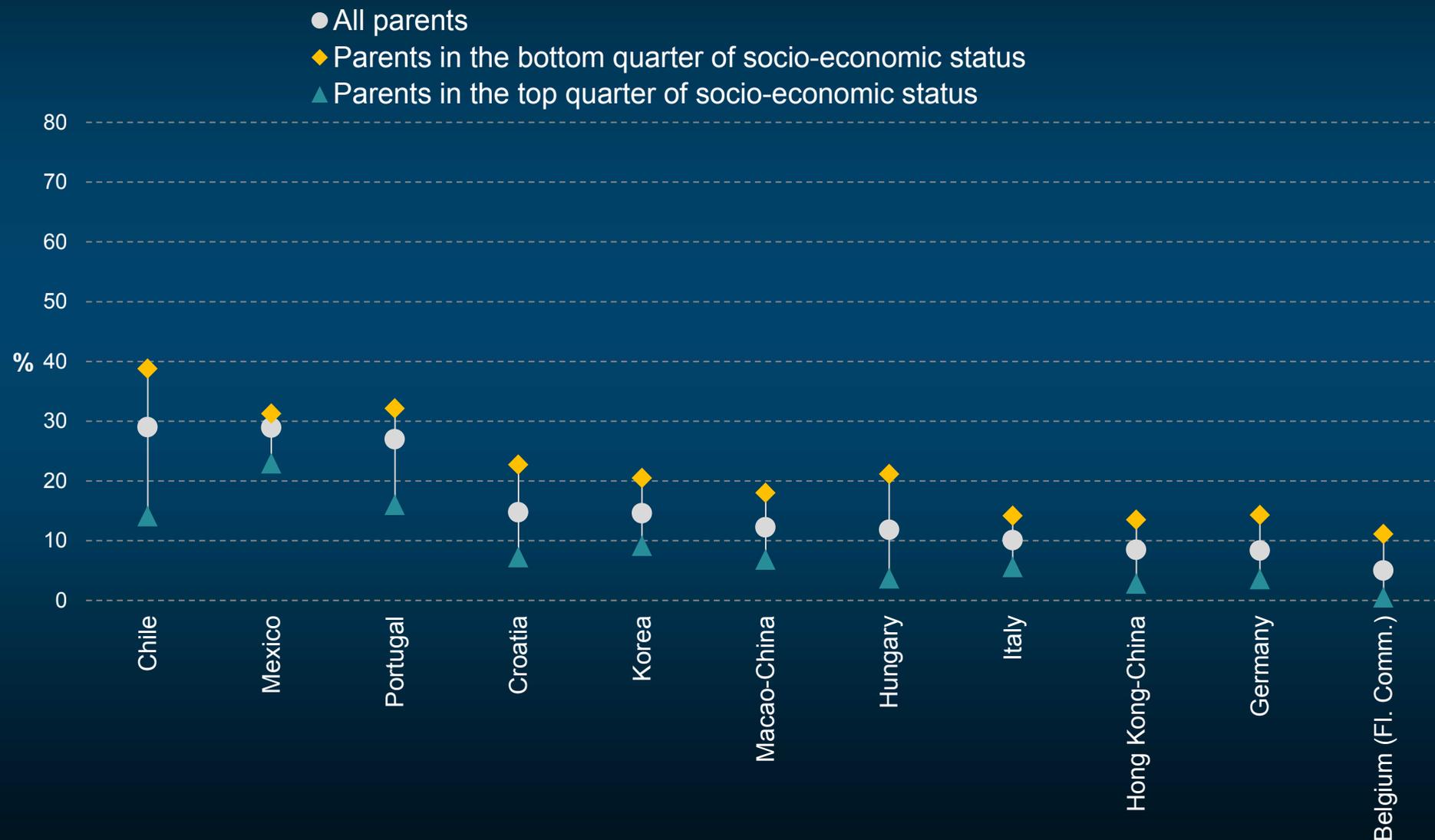
Percentage of parents who reported that the fact that other family members attended a school is a very important criterion when choosing a school for their child



Expenses associated with schooling are a concern among disadvantaged families

Fig IV.4.5

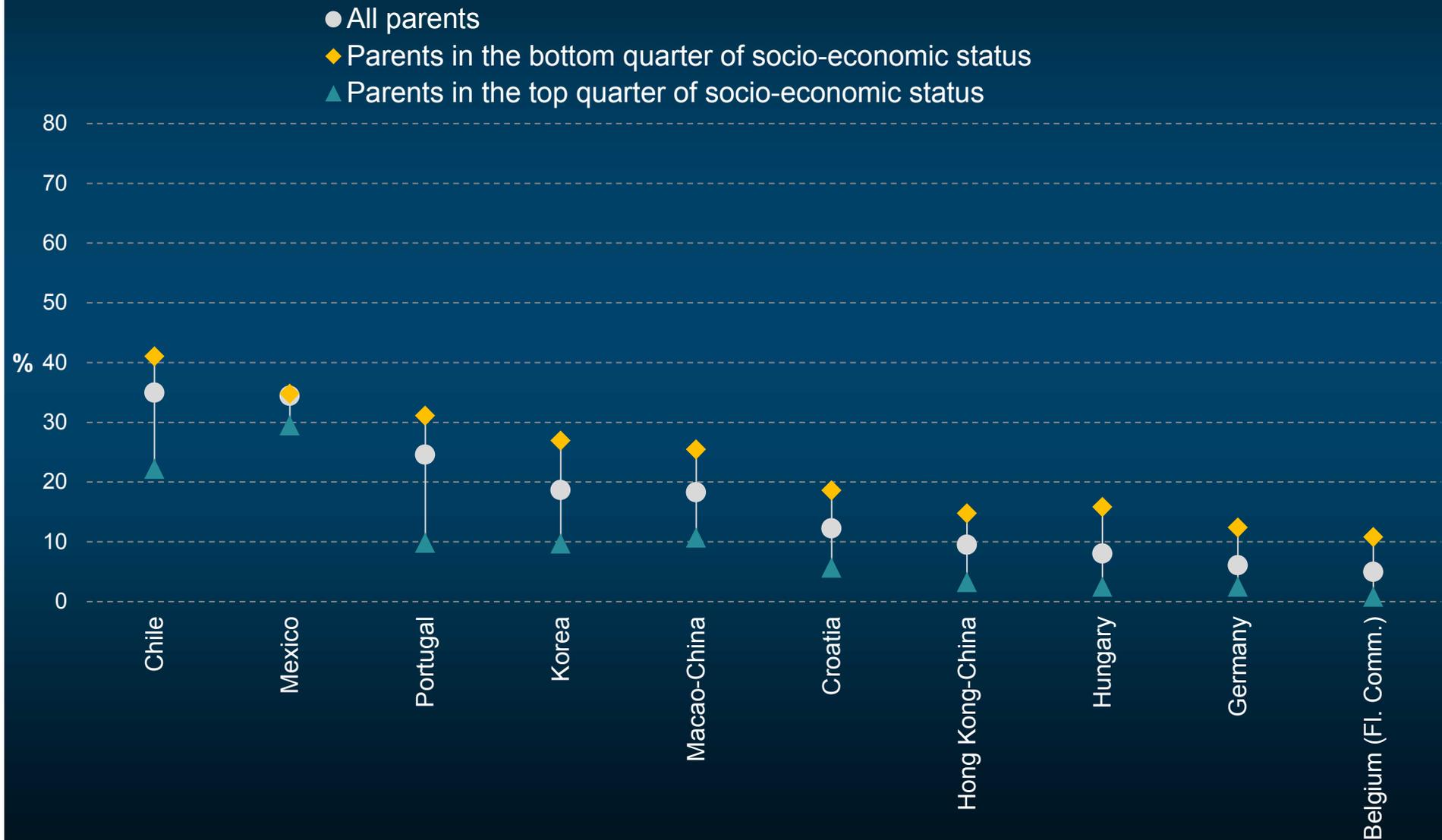
Percentage of parents who reported that **expenses** such as tuition, books, and room and board, are very important criteria when choosing a school for their child



Financial aid for school is a greater concern among disadvantaged parents

Fig IV.4.5

Percentage of parents who reported that the availability of financial aid, such as a school loan, scholarship or grant, is a very important criterion when choosing a school for their child

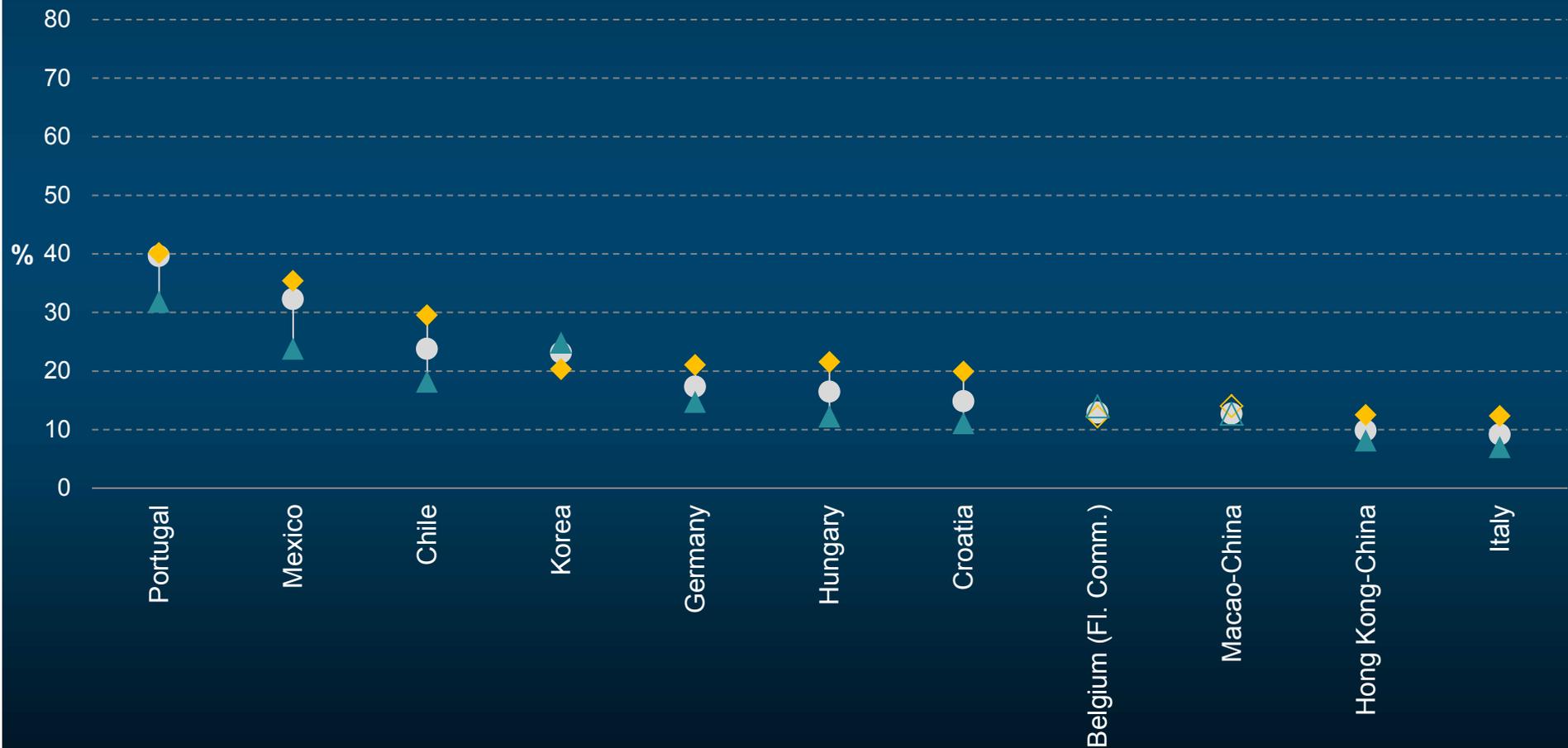


For disadvantaged families, physical access to school is a significant concern

Fig IV.4.5

Percentage of parents who reported that the school's distance from home is a very important criterion when choosing a school for their child

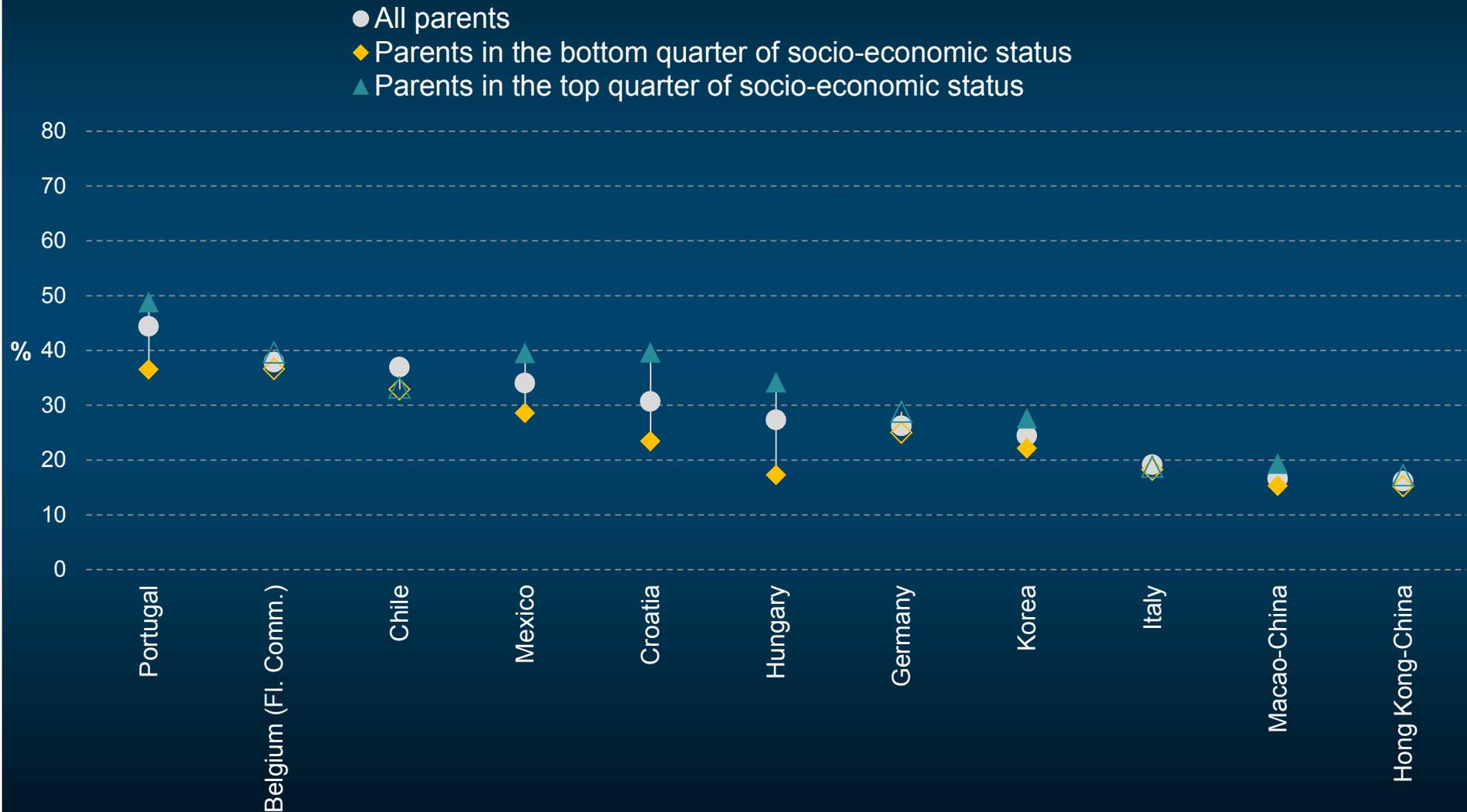
- All parents
- ◆ Parents in the bottom quarter of socio-economic status
- ▲ Parents in the top quarter of socio-economic status



Parents show some interest in the particular courses or subjects a school offers

Fig IV.4.5

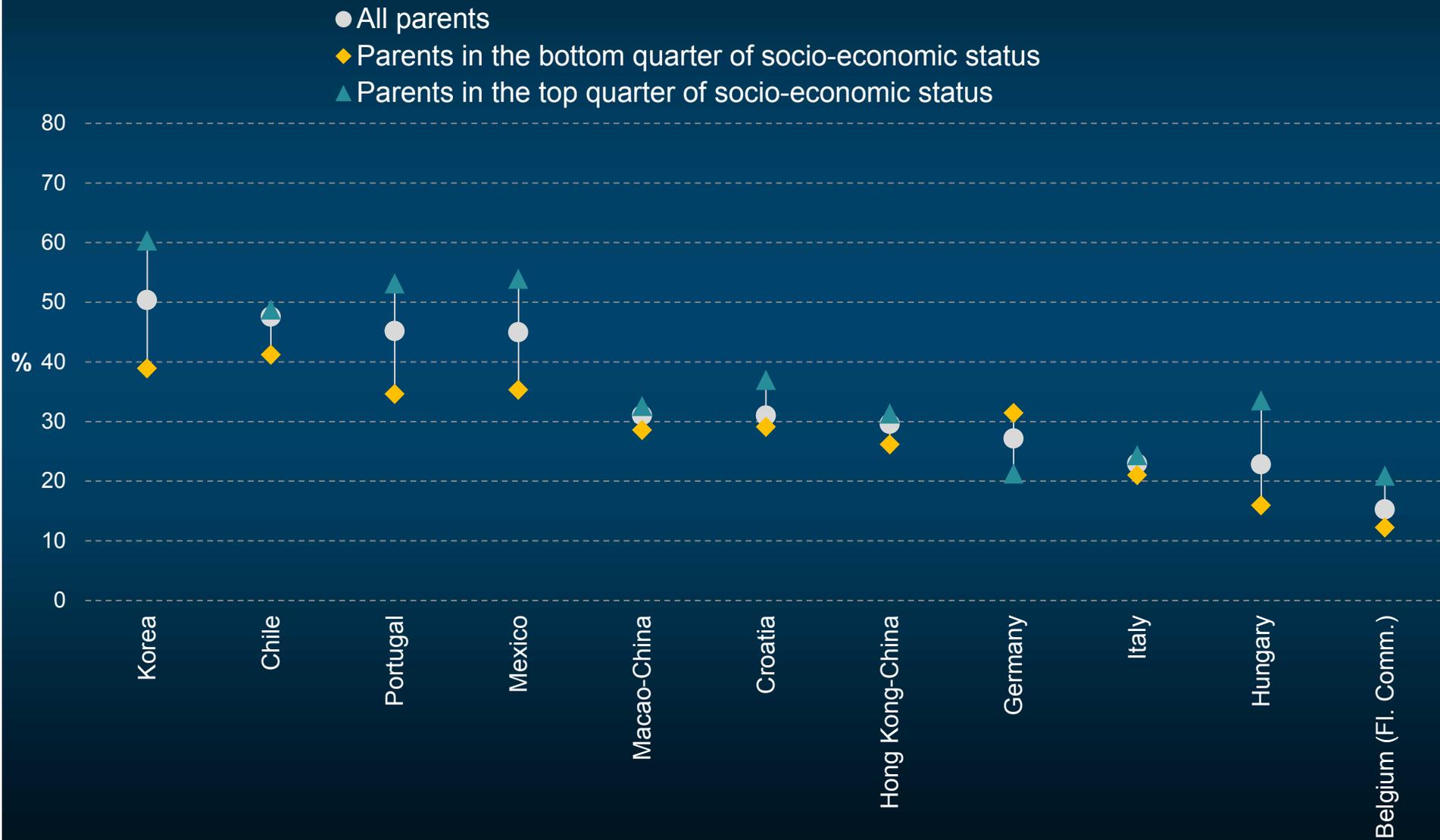
Percentage of parents who reported that the particular courses or subjects a school offers is a very important criterion when choosing a school for their child



Advantaged families tend to seek out schools whose students are high achievers

Fig IV.4.5

Percentage of parents who reported that students' high academic achievement is a very important criterion in choosing a school for their child

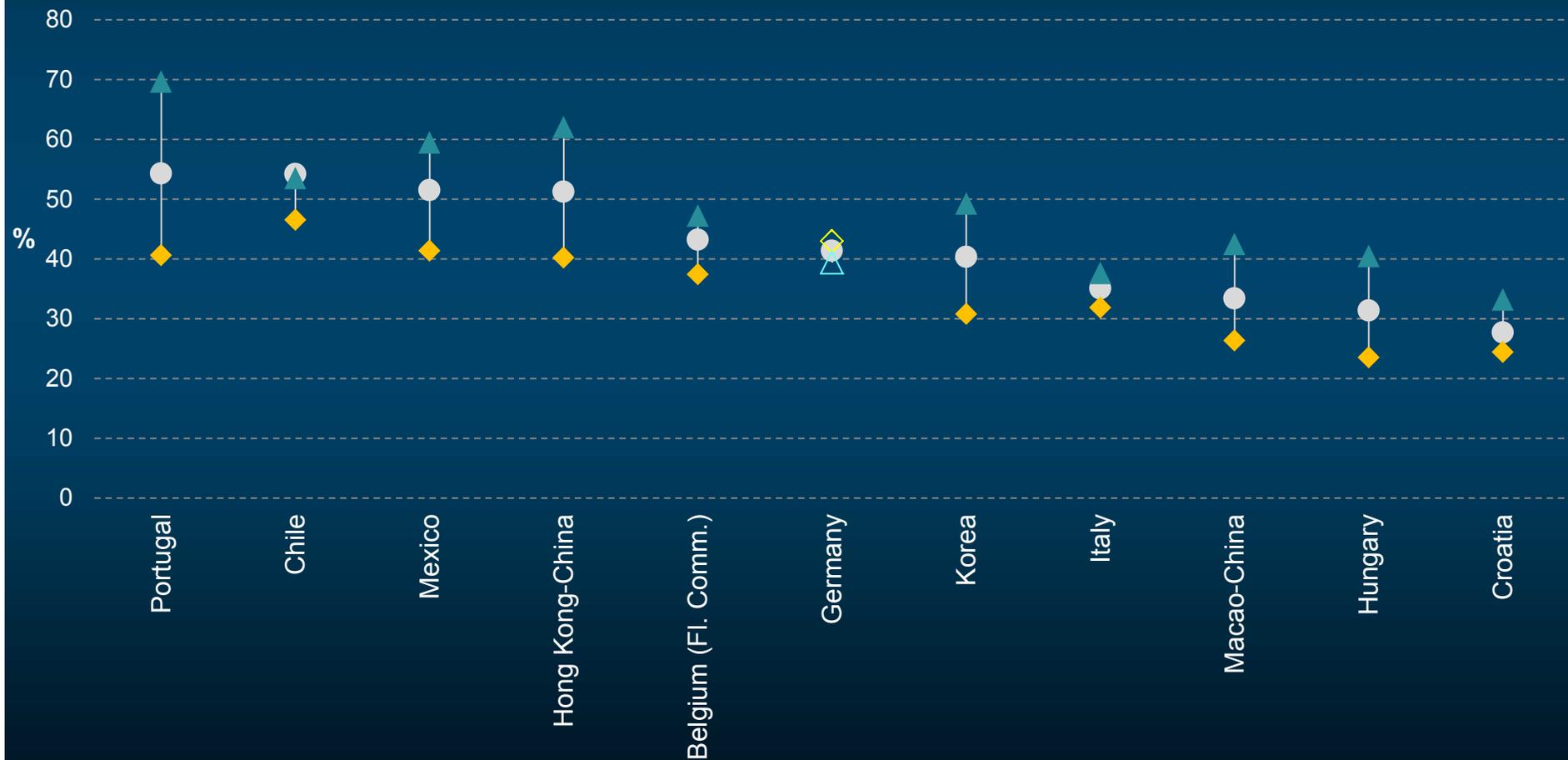


A school's reputation is a very important consideration among advantaged families

Fig IV.4.5

Percentage of parents who reported that a school's **good reputation** is a very important criterion when choosing a school for their child

- All parents
- ◆ Parents in the bottom quarter of socio-economic status
- ▲ Parents in the top quarter of socio-economic status

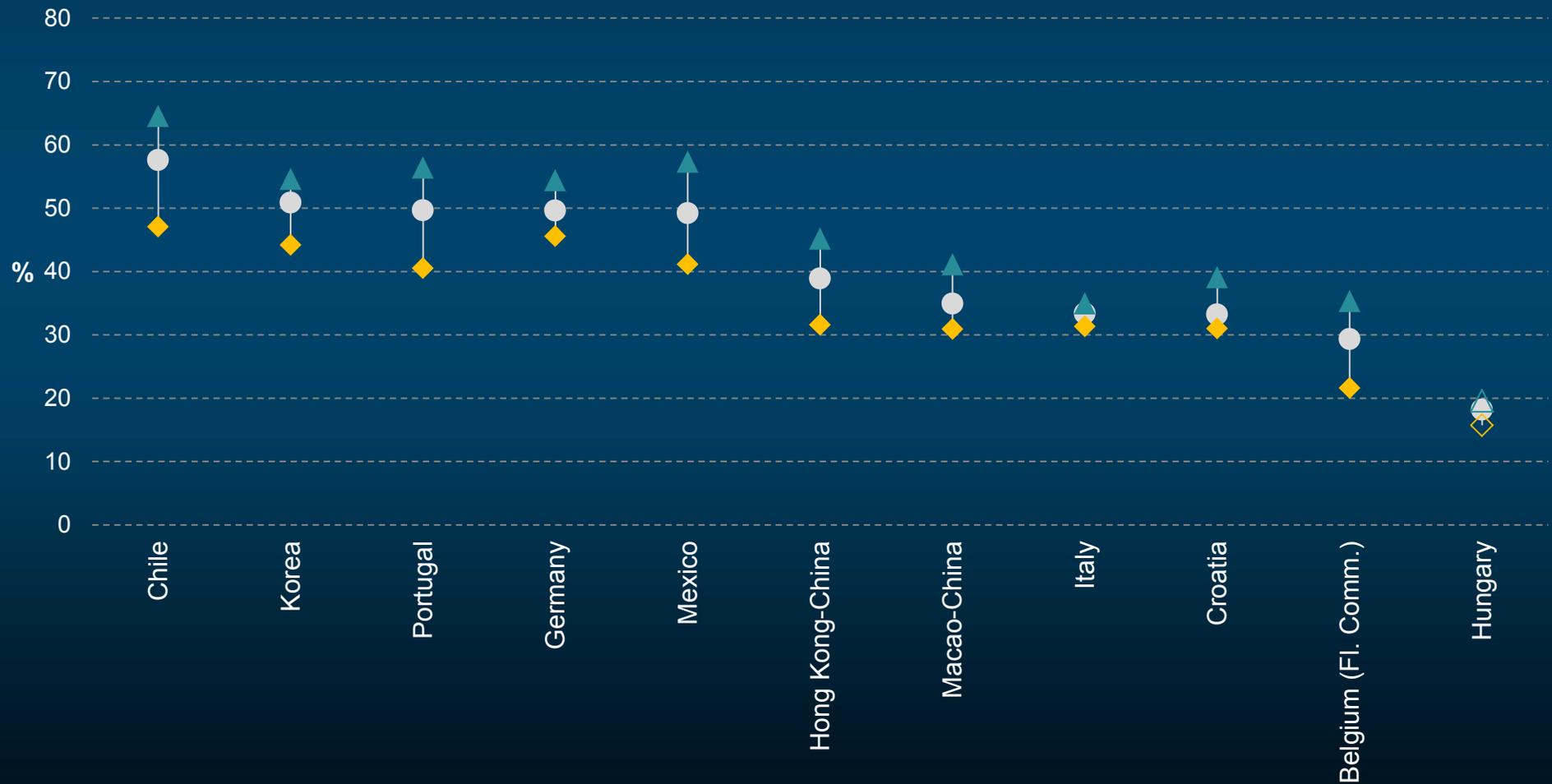


Advantaged parents tend to seek out schools with an active and pleasant climate

Fig IV.4.5

Percentage of parents who reported that an active and pleasant climate is a very important criterion when choosing a school for their child

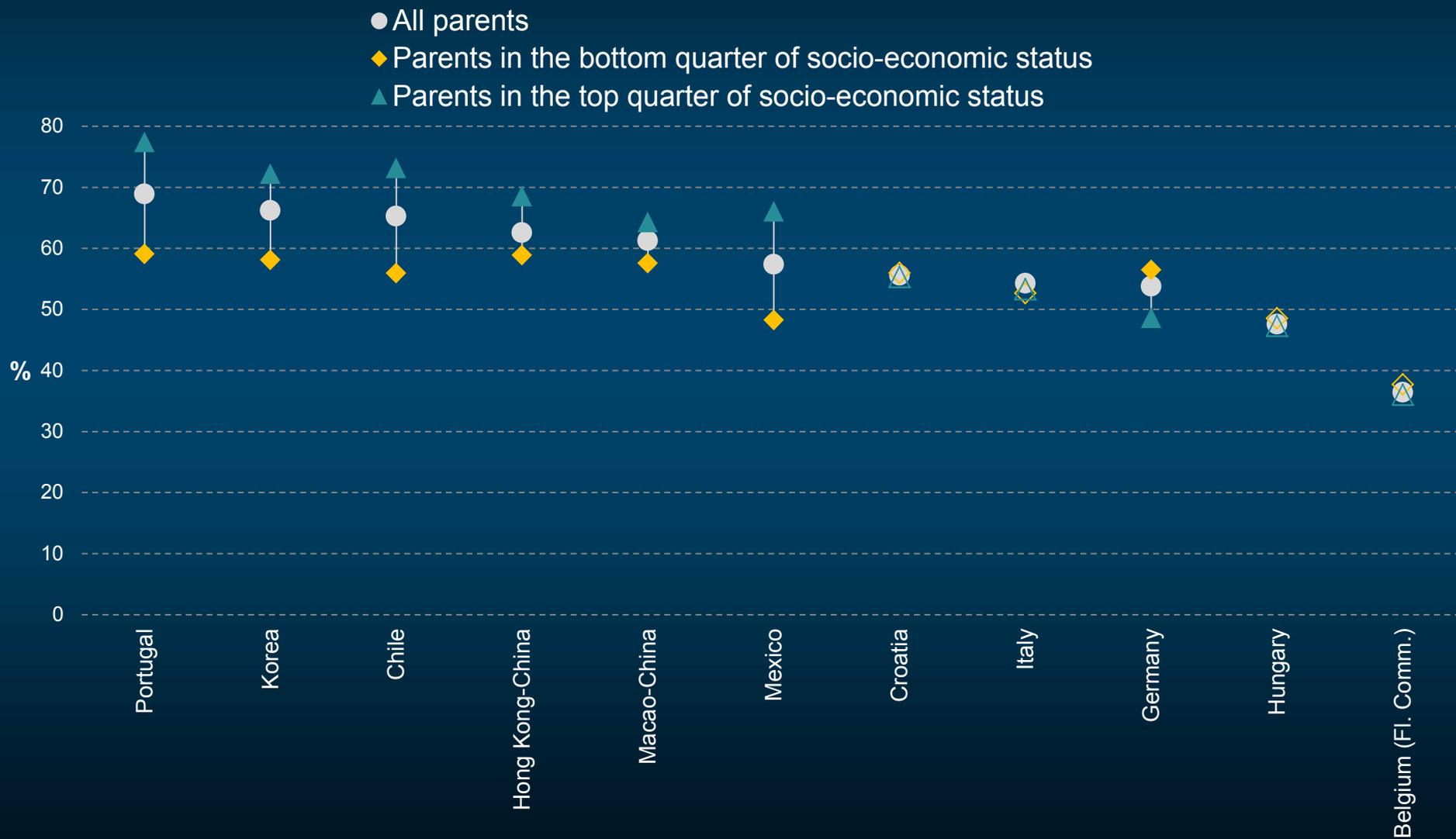
- All parents
- ◆ Parents in the bottom quarter of socio-economic status
- ▲ Parents in the top quarter of socio-economic status

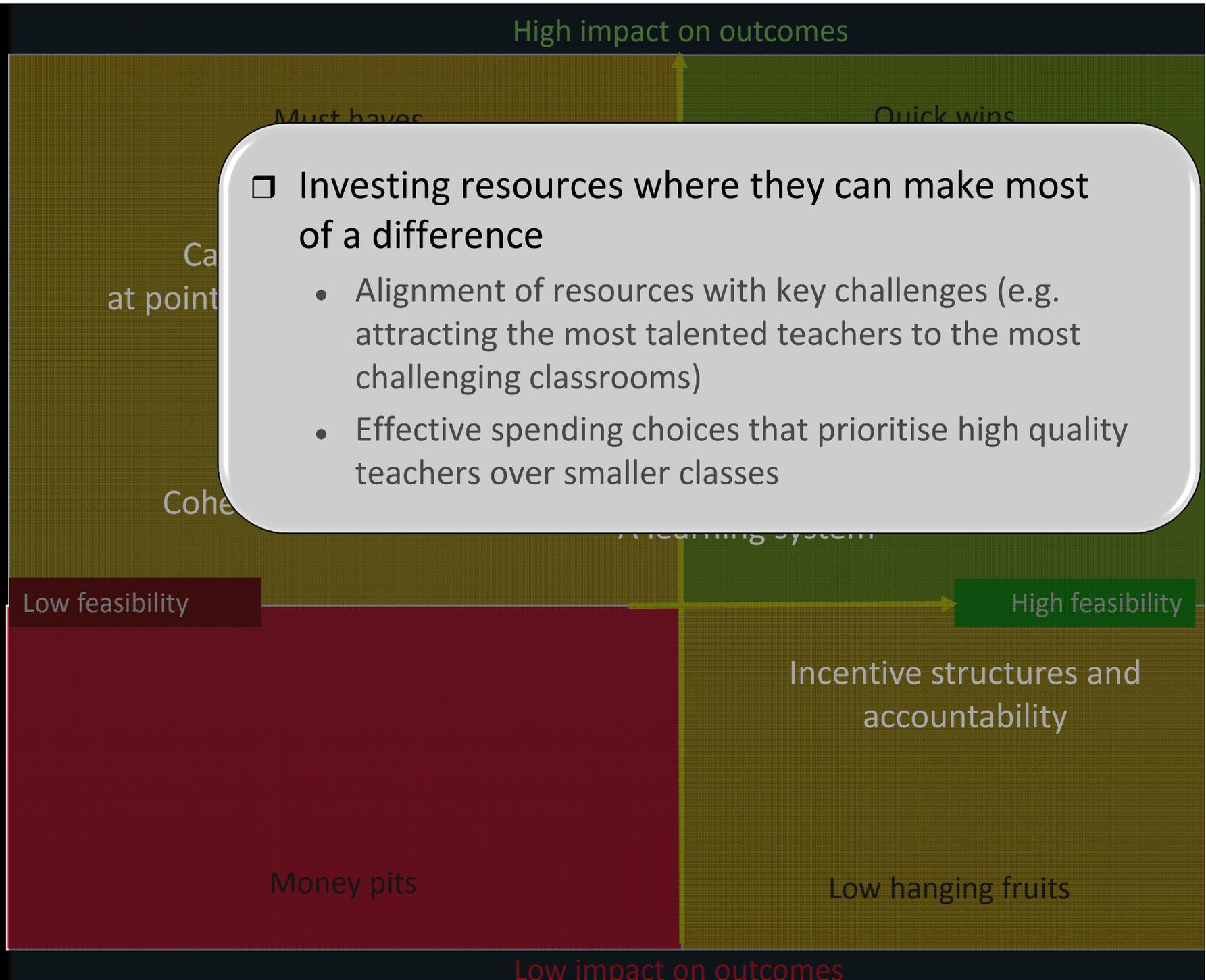


Parents everywhere look for a safe school environment for their child

Fig IV.4.5

Percentage of parents who reported that a safe school environment is a very important criterion in choosing a school for their child





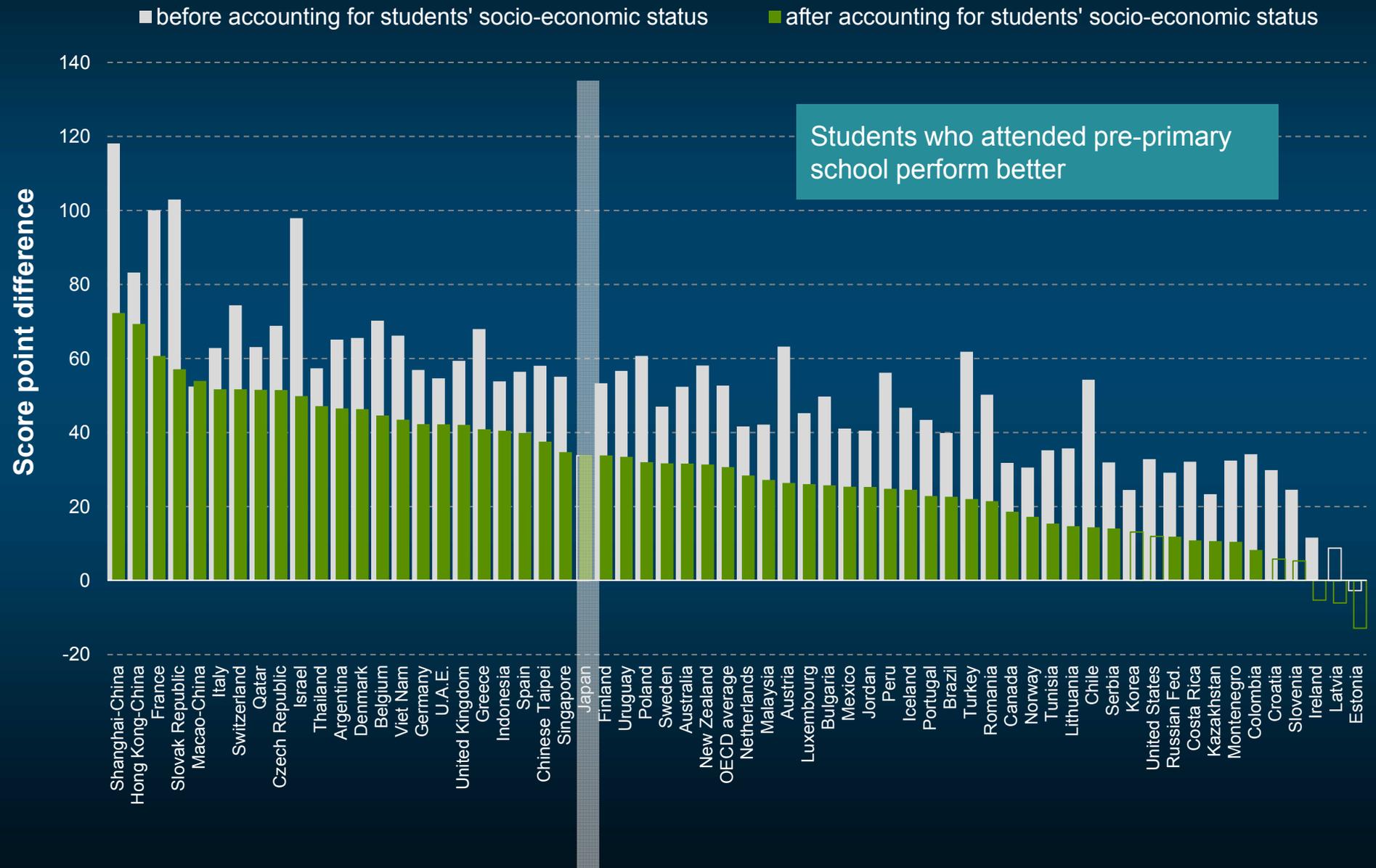
Money makes a difference...

...but only up to a point

Difference in mathematics performance, by attendance at pre-primary school



Fig III.4.12



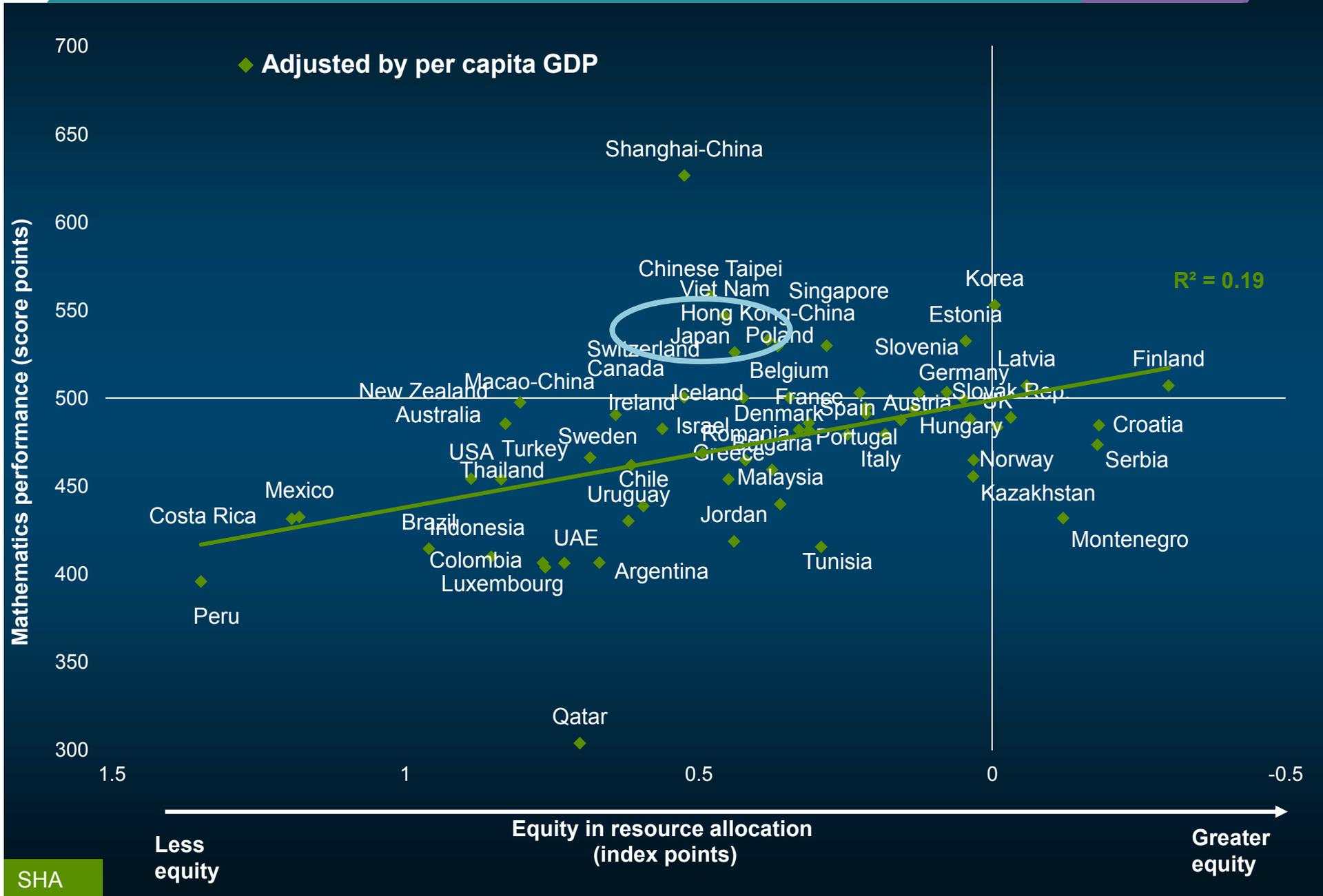
- *Within* countries, class time relates positively to performance
 - Holds also after accounting for socio-economic and demographic factors, but does *not* hold when pooling data across countries (learning outcomes are the product of quantity and quality)
 - The proportion of students in schools with after-school mathematics lessons is unrelated to system performance
 - Homework relates positively to school performance
- Most countries and economies with comparable data between 2003 and 2012 have moved towards **better-staffed and better-equipped schools**

High performers spend resources where
they are needed most

Countries with better performance in mathematics tend to allocate educational resources more equitably



Fig IV.1.11



- ❑ Coherence of policies and practices
 - Alignment of policies across all aspects of the system
 - Coherence of policies over sustained periods of time
 - Consistency of implementation
 - Fidelity of implementation (without excessive control)

High impact on outcomes

Must haves

Quick wins

Commitment to universal achievement

Capacity

at point of delivery

Resources

held most

gateways, instructional systems

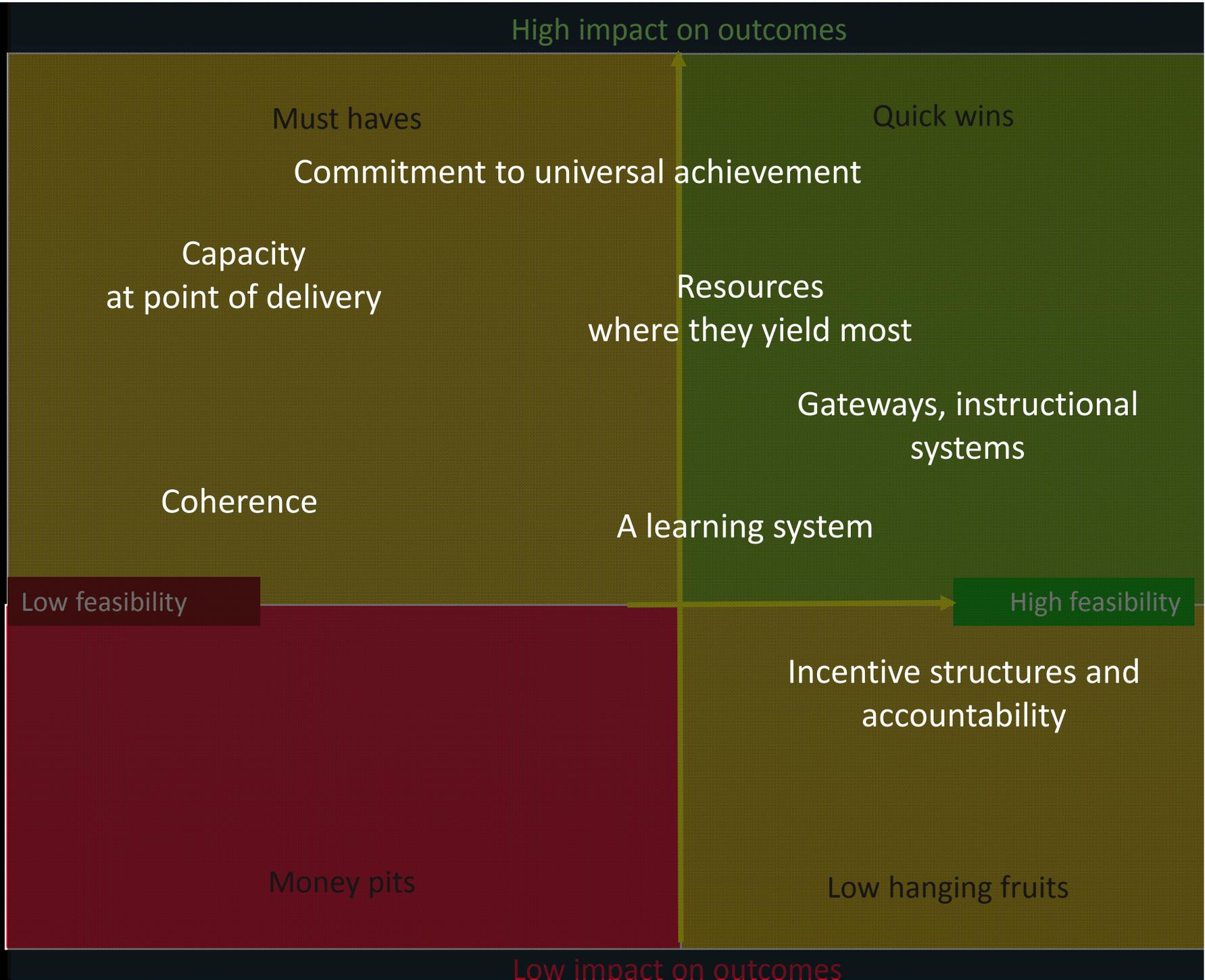
tem

High feasibility

centive structures and accountability

Money pits

Low hanging fruits



What it all means

Lessons from high performers

The old bureaucratic system

Student inclusion

The modern enabling system

Some students learn at high levels

All students need to learn at high levels

Curriculum, instruction and assessment

Routine cognitive skills, rote learning

Learning to learn, complex ways of thinking, ways of working

Teacher quality

Few years more than secondary

High-level professional knowledge workers

Work organisation

'Tayloristic', hierarchical

Flat, collegial

Accountability

Primarily to authorities

Primarily to peers and stakeholders

Find out more about PISA at www.pisa.oecd.org

- All national and international publications
- The complete micro-level database

Email: Andreas.Schleicher@OECD.org !

Twitter: SchleicherEDU

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