

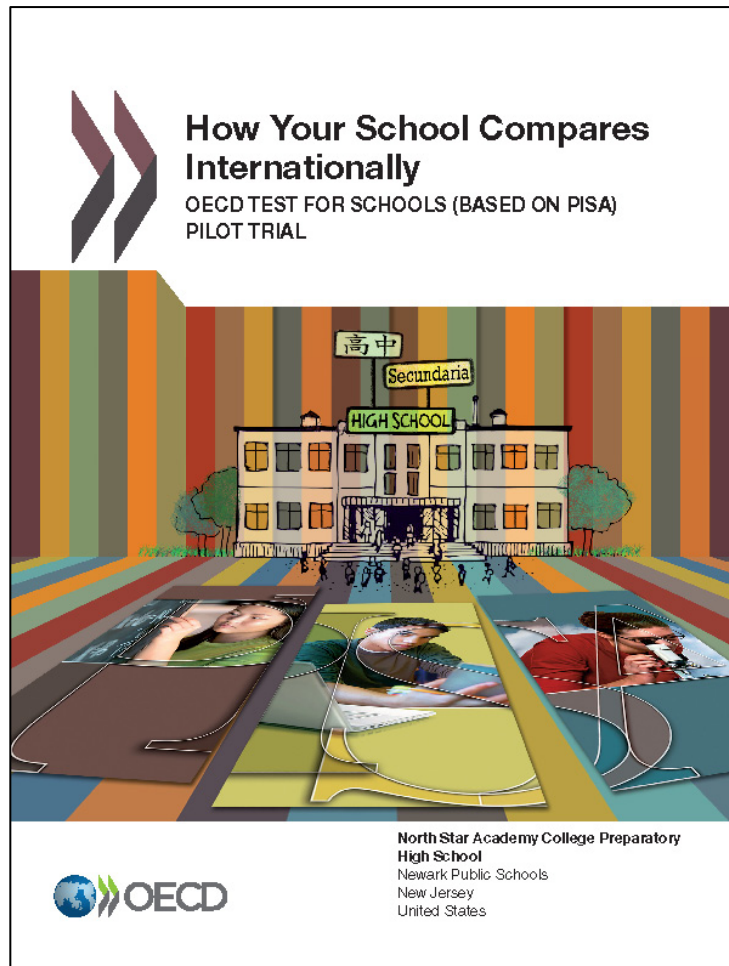
AMERICA ACHIEVES

OECD TEST FOR SCHOOLS INSIGHTFUL REPORTS

The OECD Test for Schools is truly unique in that each participating school receives an insightful report that includes a school-level analysis of student achievement and subgroup data based on student gender and socioeconomic status.

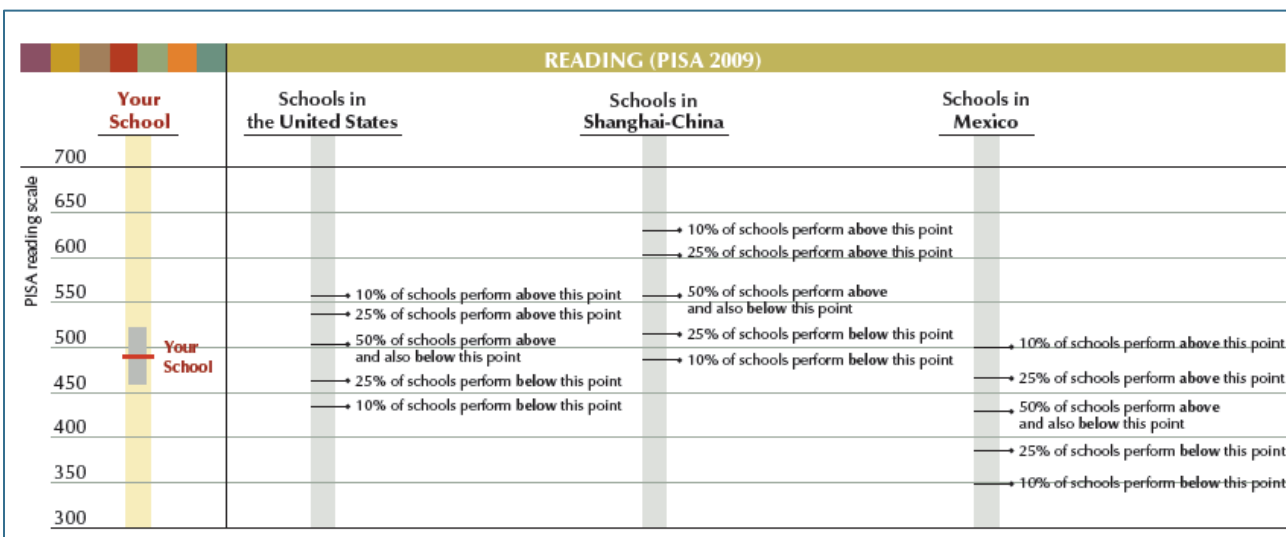
Educators have confirmed this is a useful tool for learning. The 100-plus-page report offers a detailed analysis of how students at a school compare to others across the country and around the globe on multiple measures. Plus, the reports feature examples of best practices from the highest-performing schools and education systems worldwide.

The following offers a sampling of sections of the report focused on reading. Similar data and analyses are provided for mathematics and science as well.



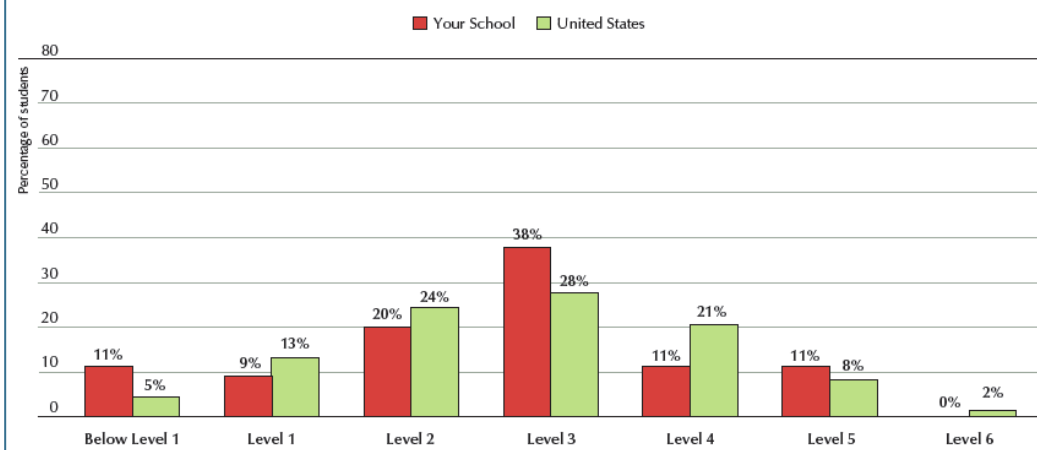
The reports feature multiple analyses of student performance.

Educators can use these reports to get a deeper understanding of their school's performance against a wide range of schools in the United States and around the globe from Shanghai-China (the top-performing education system on the PISA test) to Mexico. This chart is just a starting point for a much more thorough analysis of performance. It shows schools how they compare in reading, mathematics, and science with schools in other countries and economies that took the 2009 PISA.



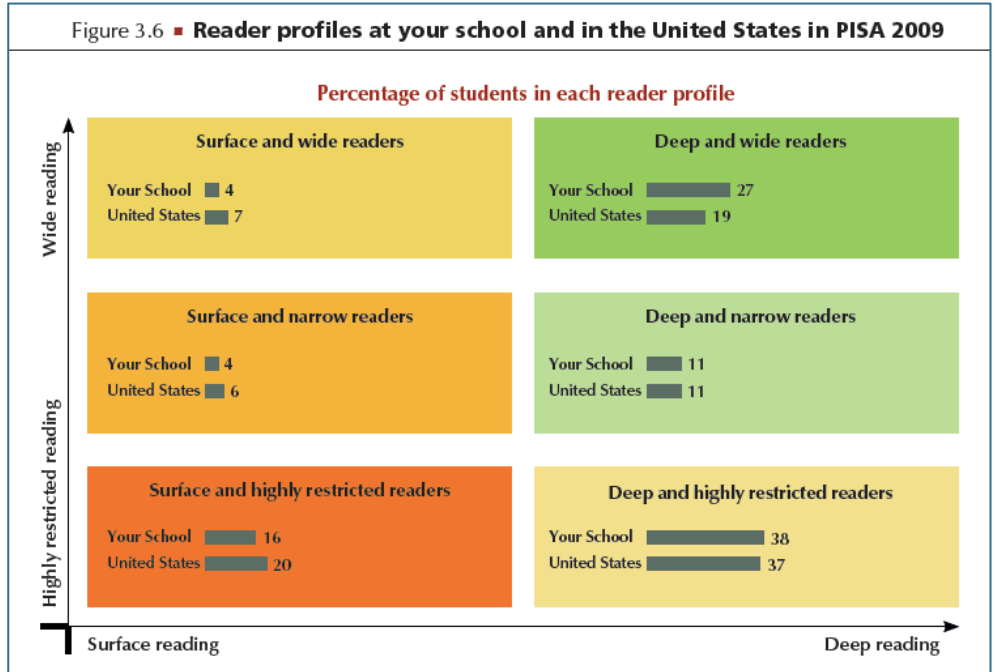
Student performance is reported across six levels of proficiency, with detailed explanations of the knowledge and skills for each one. Level 2 is considered baseline proficiency. Educators can use the data to better understand the distribution of student achievement in their school. This understanding enables teachers to identify where they should focus their attention.

Figure 2.5 ■ How proficient are students at your school in reading compared with students in the United States in PISA 2009

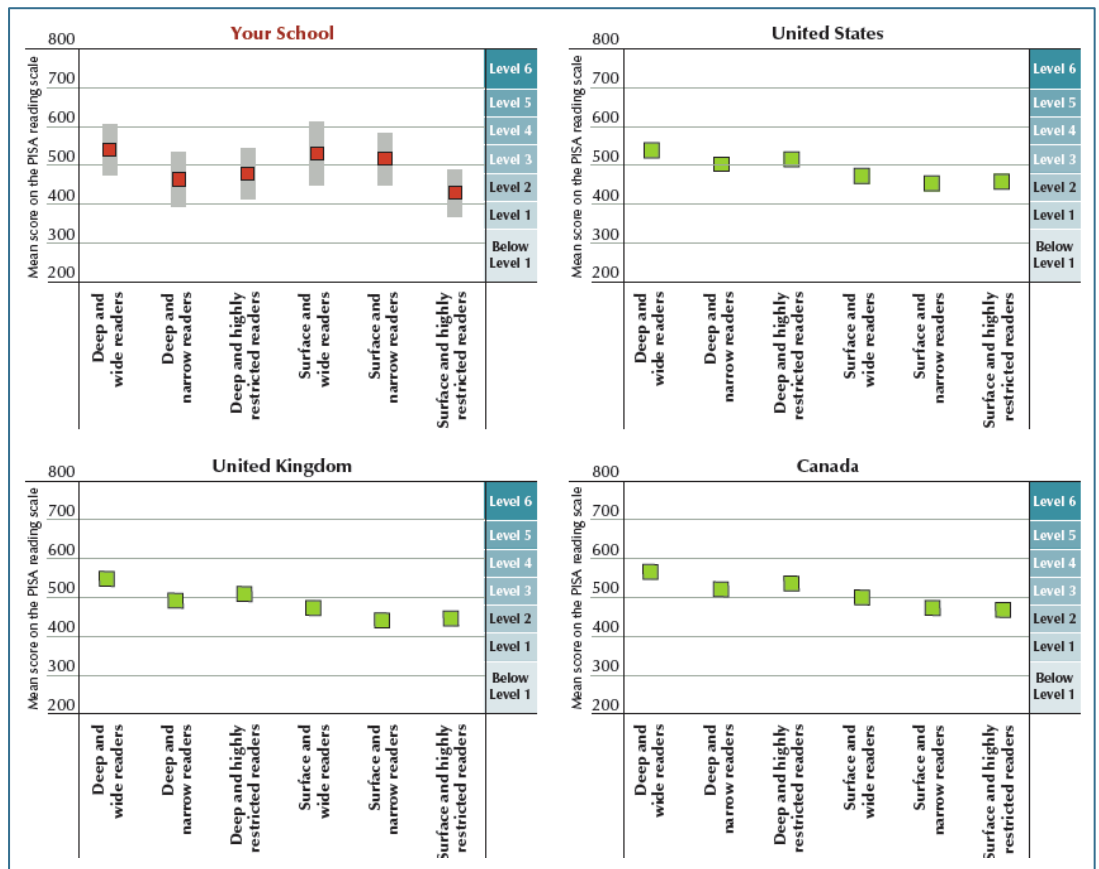


Student performance: deeper context.

While it is helpful to know what percentage of students achieve at various levels of proficiency in reading, these reports go much deeper: showing with much more precision what kind of readers your students are and where they are comparatively strong, or weak.



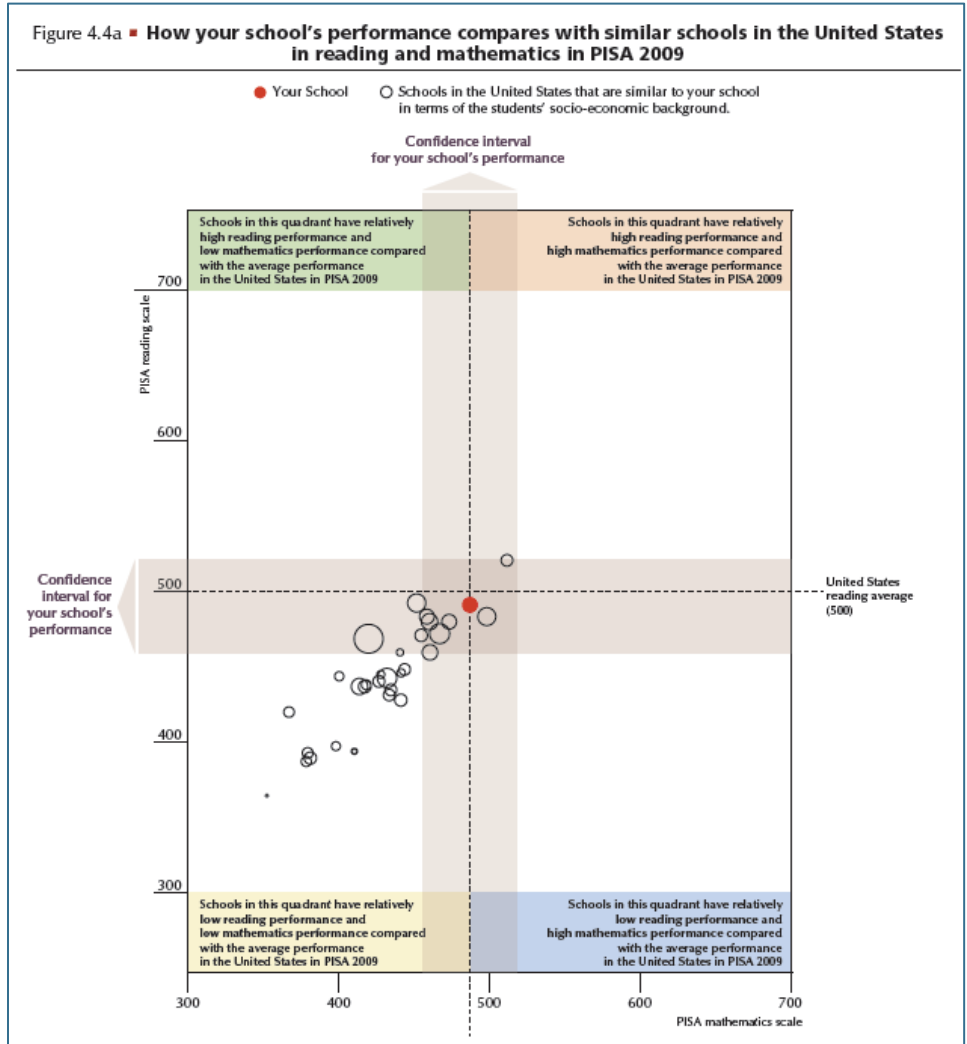
Additional data provides even more context: showing how reading levels at your school compare to the averages in the U.S. and elsewhere. District and school leaders can use this contextual information to determine priorities for improvement.



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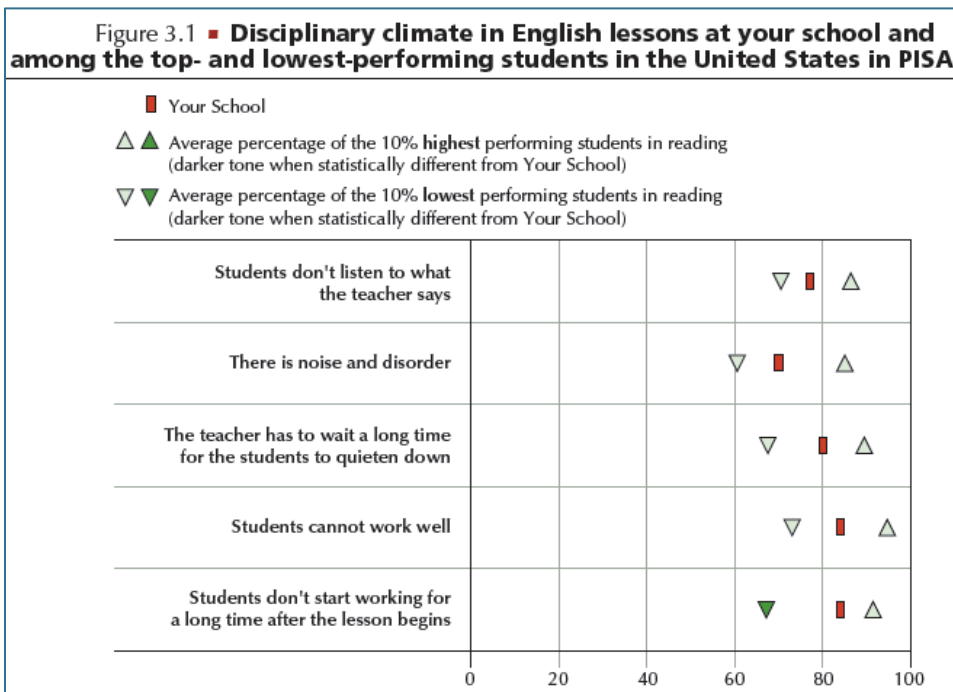
Student performance: compared to similar schools.

The reports also provide detailed analyses of how your school compares to schools with similar student demographics. This sample school's reading and math performance is comparable to the U.S. average, while most schools have below-average performance in both reading and math.

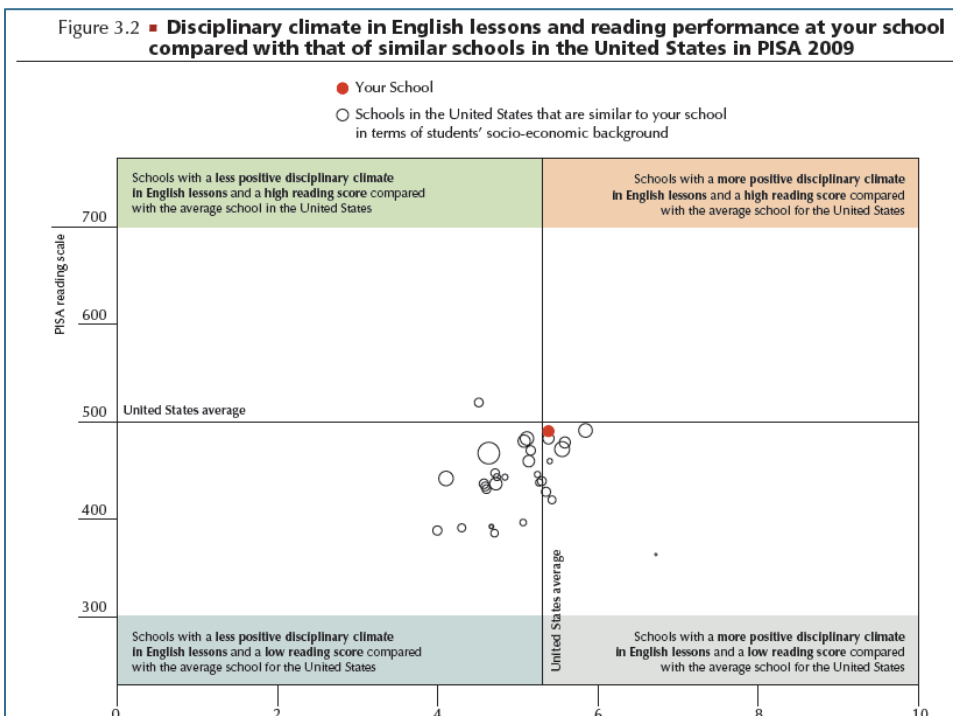


Beyond academics, the reports also address the school's disciplinary climate.

Student surveys provide extensive insights into the learning climate at your school, which is associated with student achievement. Not only do educators see if students at their school respond the same way as students in the top and bottom 10 percent of schools in the country, they also can see at a glance if the differences are statistically significant (darker arrows).

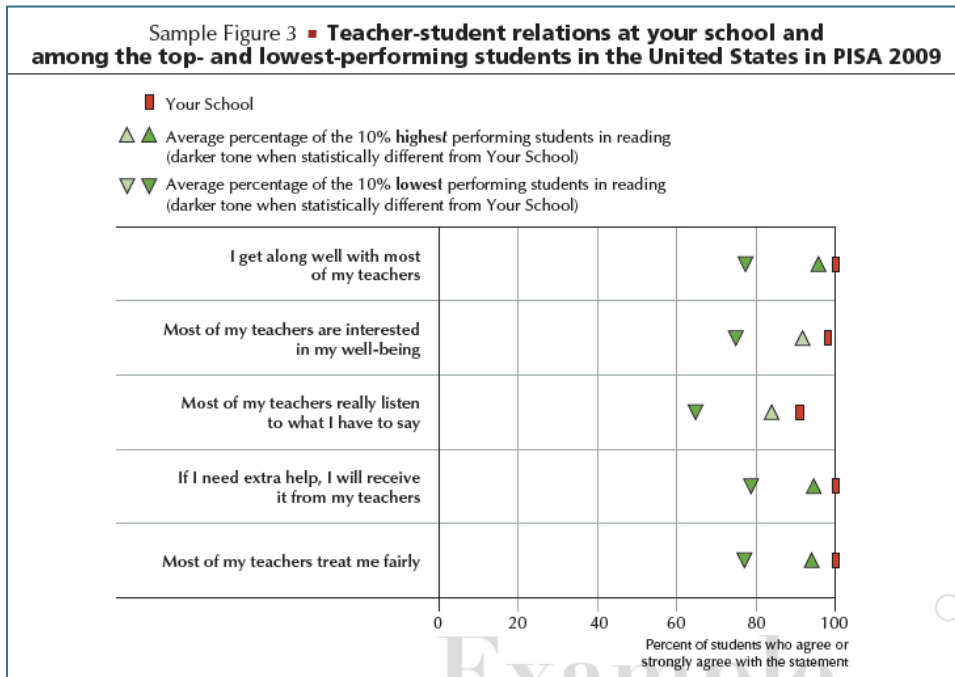


Another series of charts provides even deeper context: showing how your school compares to schools with similar student demographics as well as the correlation of disciplinary climate to achievement. Schools with a less positive disciplinary climate tend to have lower scores. By focusing on disciplinary climate issues, educators can create the necessary learning conditions where performance can improve for all students.



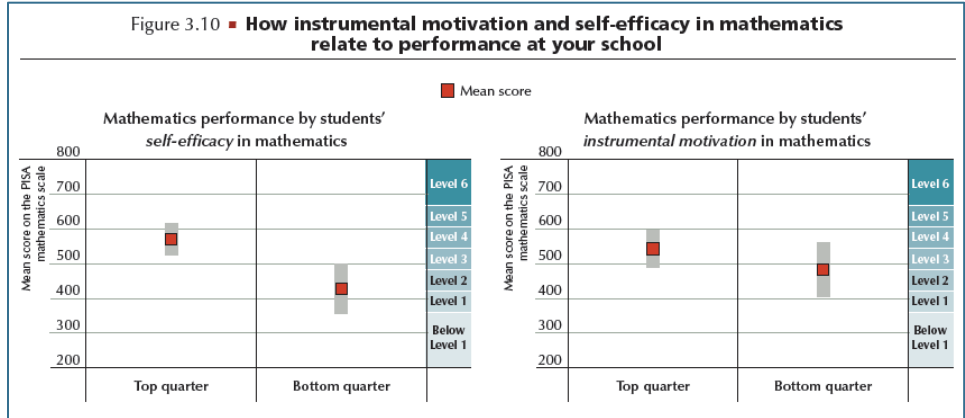
The reports also address teacher-student relations.

Again, positive interactions between teachers and students are associated with stronger student achievement. Educators can use the student surveys to pinpoint relevant issues — and then get to work on improving them.



And the reports look at student attitudes toward learning.

Students who are confident in their abilities (self-efficacy) and motivated to learn tend to perform better. By supporting the development of these noncognitive aspects among students, educators can help make it more likely that all of their students, even those who may be struggling, will achieve at higher levels.



The above examples provide just a brief sampling of the insightful data and analysis in each 100-plus-page report. Sample school reports can be downloaded at www.americaachieves.org/oecd and www.oecd.org/pisa/pisa-basedtestforschools.