БОЛОВСРОЛ, ШИНЖЛЭХ УХААНЫ ЯАМ
БОЛОВСРОЛЫН ҮНЭЛГЭЭНИЙ ТӨВ

Mongolian experience in PISA – 2022

2023.06.01-2023.10.01

Content

01 How Mongolia participated in PISA 2022

02 LAP and participation of Mongolian Team

03 Lessons learned from LAP and future goals

04 The findings and highlights of the National PISA report 2022

PISA 2022 Main Survey Data collection

Timeline

2021.04.11-05.13

Number of the sampled schools

195 schools

110 from local provinces

85 from UB

Sampled students 7325

Minimum student per school -3

Maximum is -42

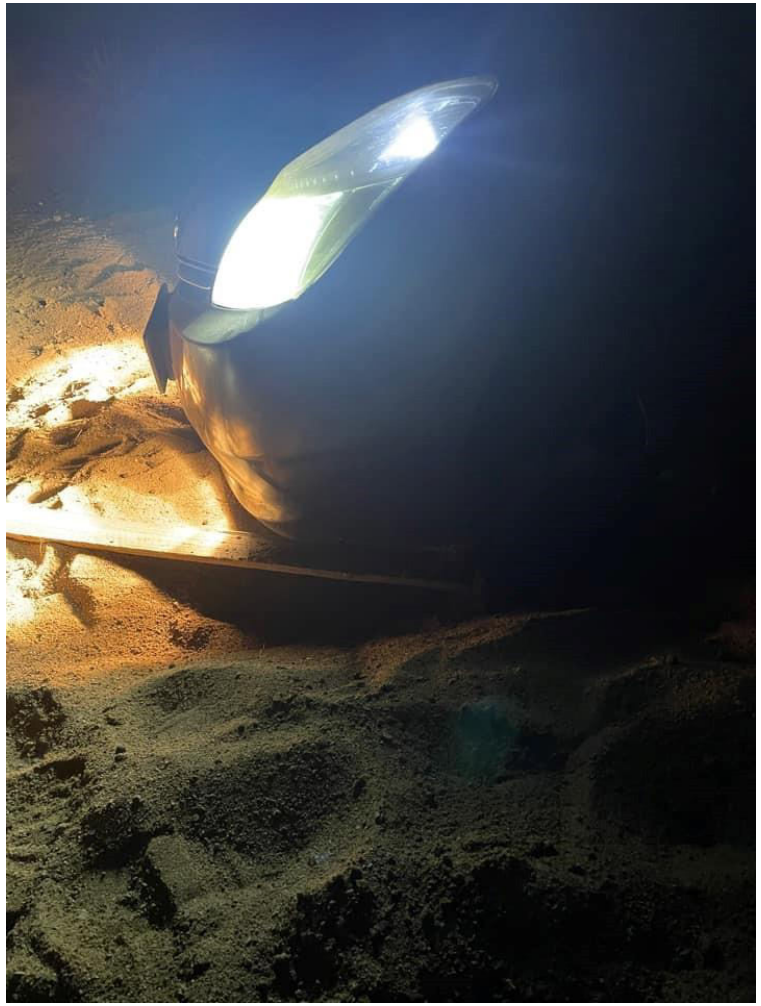
USB flashes 5500

On the way to PISA school in the western province

УЛСЫН ТЭРГҮҮНИЙ БҮРЭН ДУНД СУРГУУЛЬ

Classroom preparation

On the way to PISA school in eastern province



PISA 2022 Lead Analyst Program (LAP)

Provides the OECD's support for PISA 2022 data analysis and reporting in voluntary countries, focusing on a Lead Analyst nominated by each participating country.

- El Salvador, India, Jamaica, Mongolia, Romania and Uzbekistan

Team Mongolia 1. Lead Analyst 1. a Statistician

Stages	Term	Training mode	Activities
I	March, 2023 April	Online	Attending in Introduction webinar Decide National report framework
II	May **June**	In person	Attend PISA data analysis training; Start developing national reporting groups;
III	**July** **August** **September**		Work with IDB1 and IDB2 data; Development of information communication strategy;
IV	November December, 2023	Online	Finalization and release of national reports;

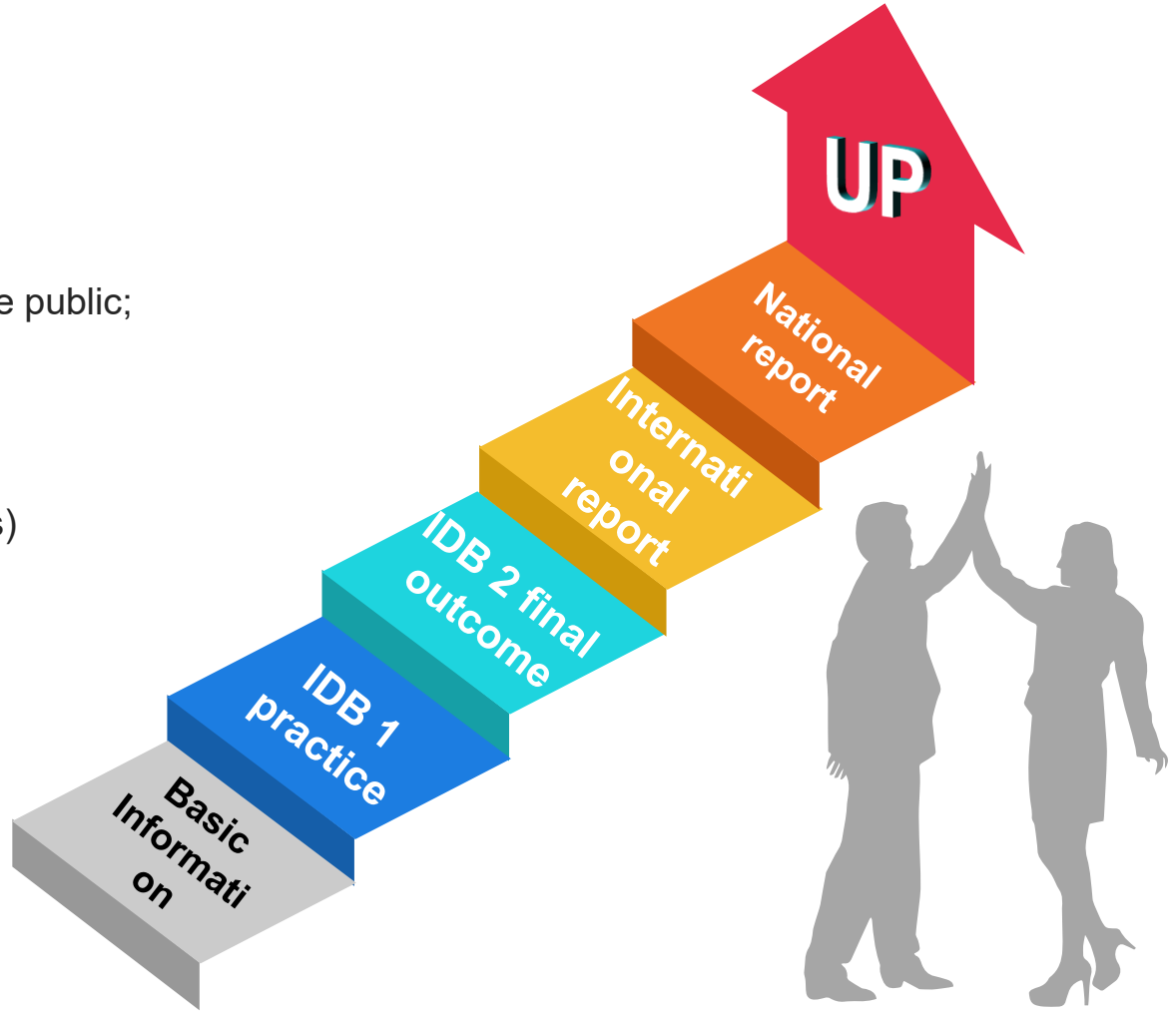
PISA - 2022 “Lead analyst” program

Interpretation and reporting of results

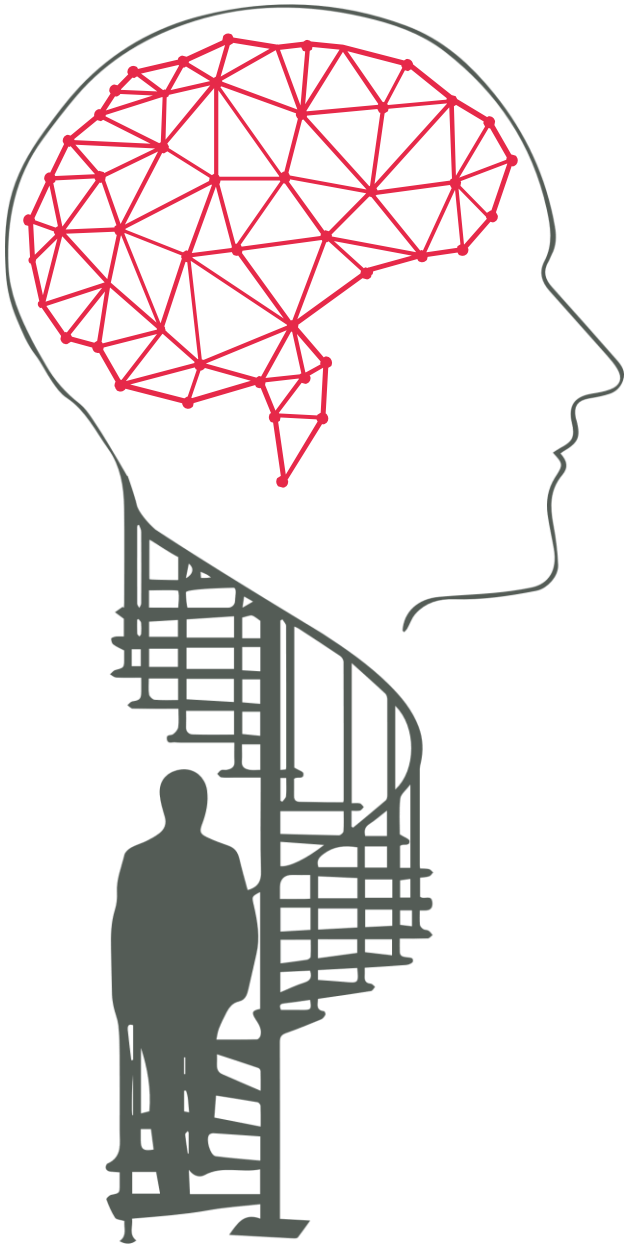
- Assessment framework;
- Concepts for interpreting results;
- (related research materials)
- Strategies for presenting results to the public; open results system;

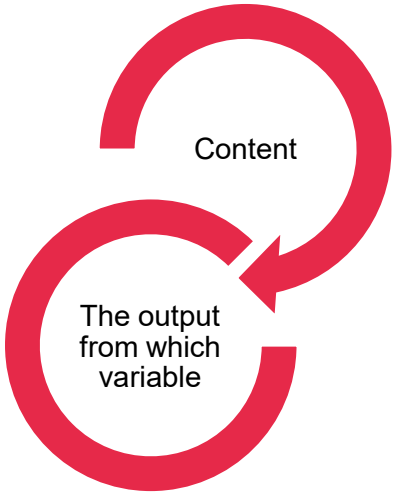
Analyze the data

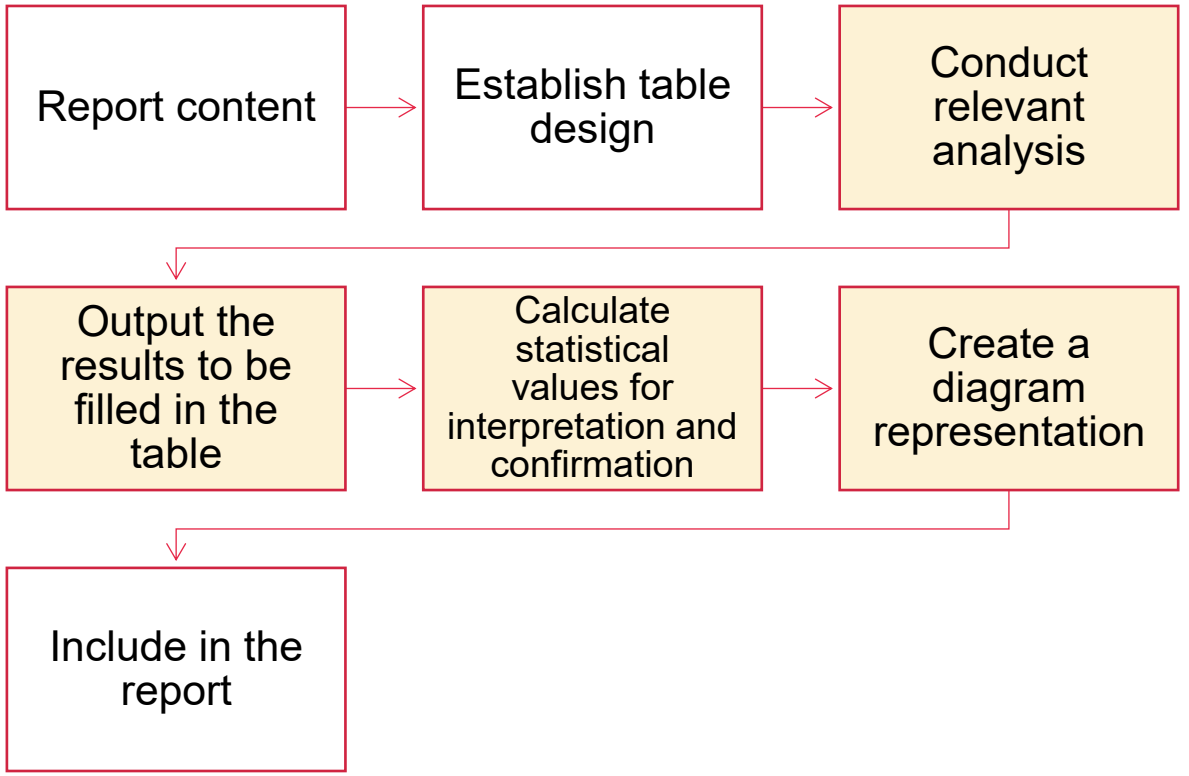
- Data structure;
- (code explanation, general results)
- Analytical methodology;
- (BRR, Plausible value, IRT)
- Applications to use;
- (IDB analyzer, Data explorer, STATA)



What have been done in the framework of the program?







Work completed within the framework of the program

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What is PISA? 4
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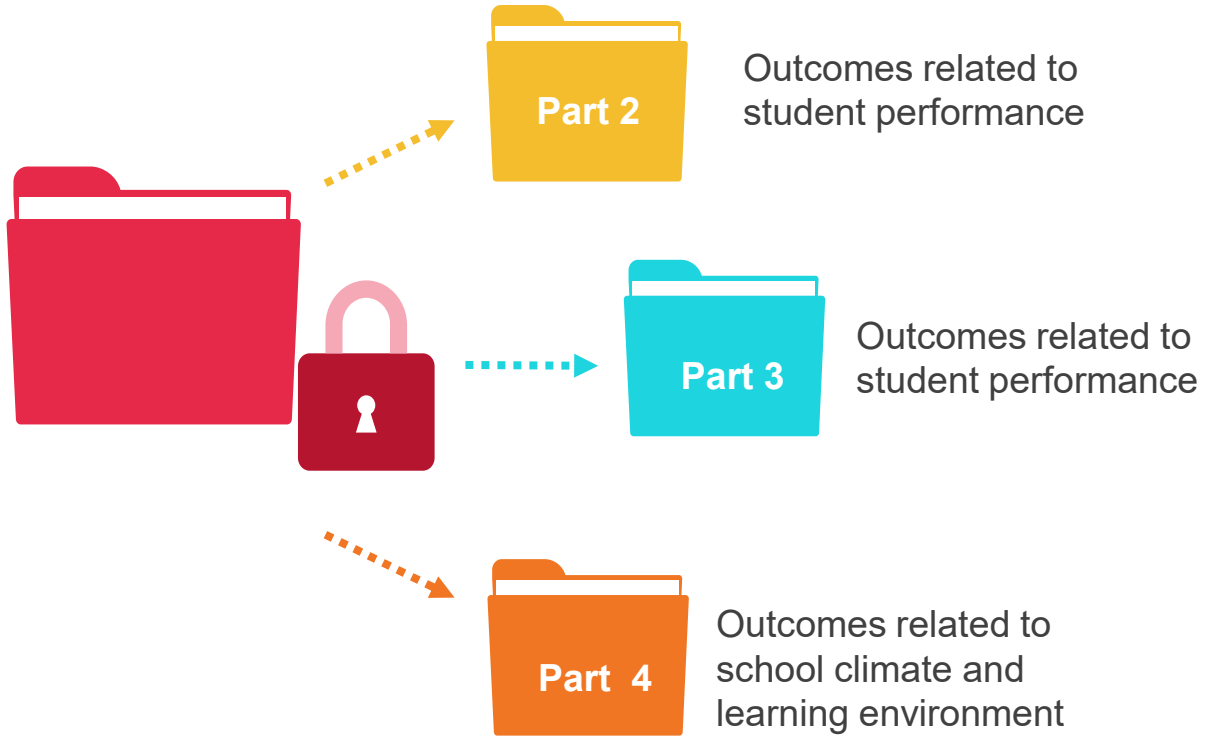

★ Additional analysis

IMPORTANT ISSUE

Assessment framework

Data structure and description

Data will be generated for each participant according to the test tasks and questionnaires taken based on the evaluation framework, and the results will be obtained from 1 main data, combined with the student's data.

Report content

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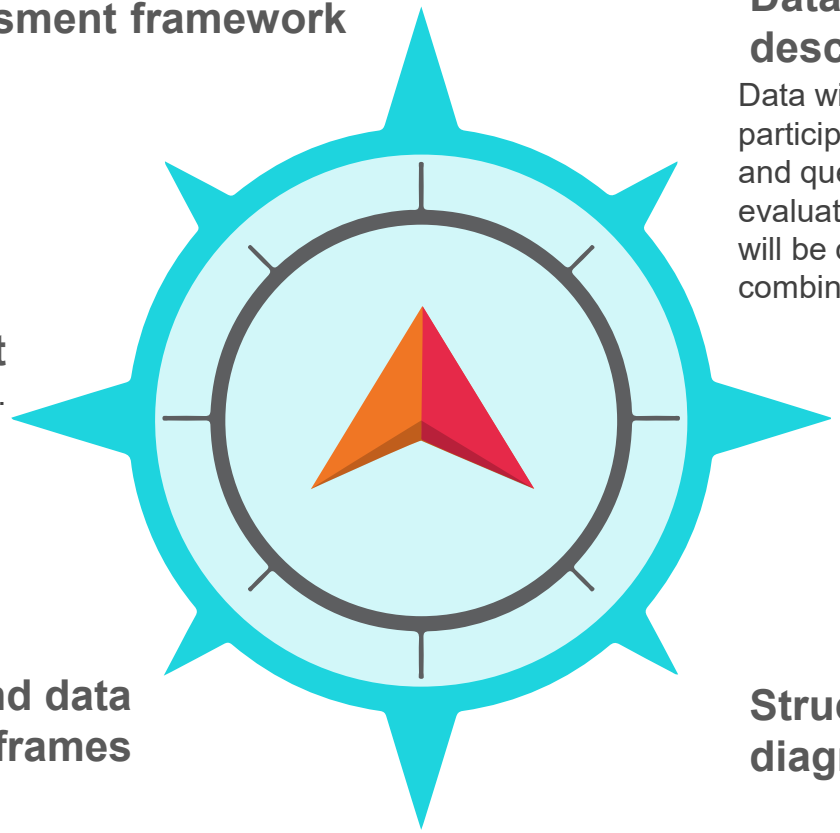


Methods of analysis

According to the content of the report

Open results and data frames

Structure of tables and diagrams

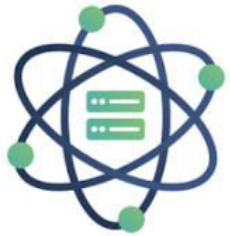
Detailed tasks to include in work

Conduct assessment;

Create database;

Data verification;

Data cleaning;



Analyze the data;

Produce results;

All Divisions	*IT Division, Item Development Division.*	*EEC (Statistics Division)*

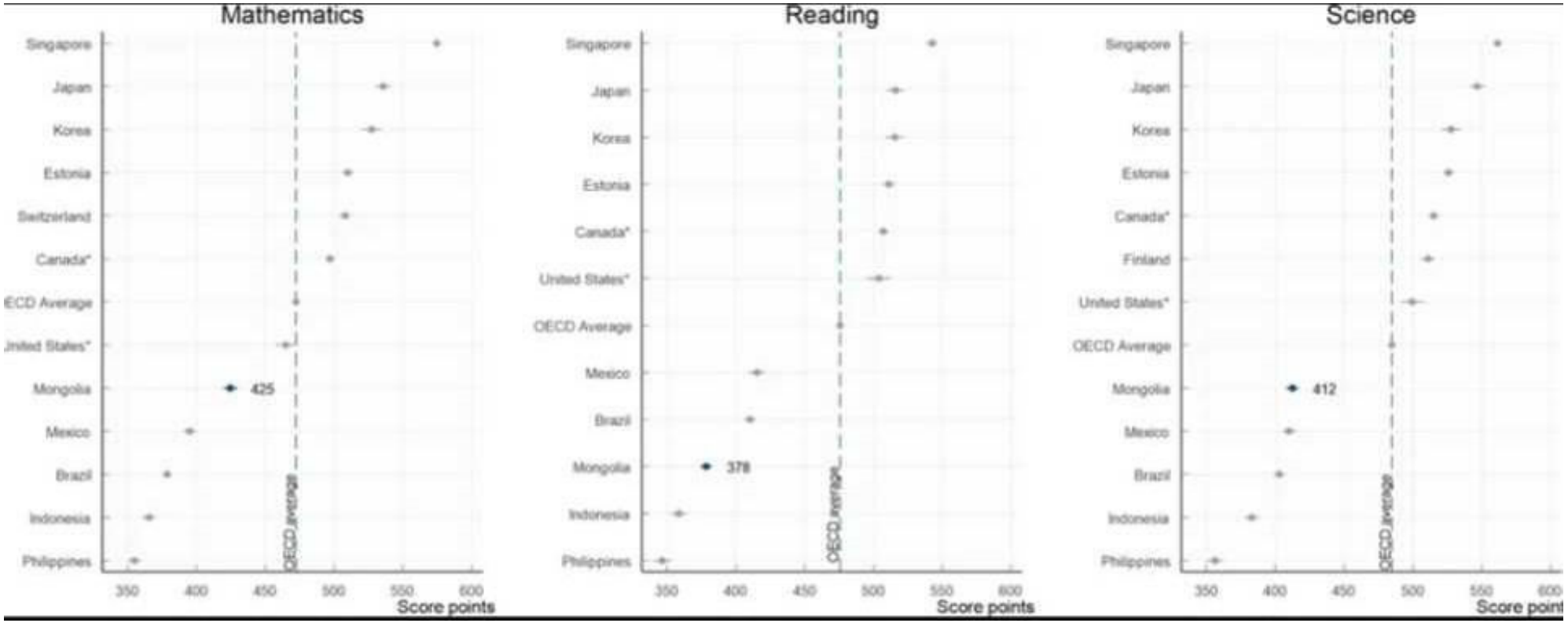
- ✓ Map out data accuracy checks and cleaning activities for each assessment;

- ✓ Based on the content of the report, make a note of what methodology will be used to produce the results that will be included in the result tables and diagrams;
- ✓ Write analysis syntax based on this information;
- ✓ Designing tables and charts;

PISA - 2022 Mongolia results

Interpretation and reporting of results

Analyze the data



PISA - 2022 Mongolia result highlights

•*Students in Mongolia scored less than the OECD average in mathematics, reading and science.

49% of students attained at least Level 2 proficiency in mathematics, less than on average across OECD countries (OECD average: 69%).

36% of students in Mongolia attained Level 2 or higher in reading (OECD average: 74%).

*Some 50% of students in Mongolia attained Level 2 or higher in science (OECD average: 76%).

Gender differences in performance

•Girls outperformed boys in mathematics by 6 score points and in reading by 25 score points in Mongolia.

•In reading, girls, on average, scored above boys

•In Mongolia, the share of low performers is larger among boys (53%) than among girls (49%) in mathematics; in reading, too, the share is larger among boys (58% of girls and 70% of boys scored below Level 2 in reading). When it comes to top performers, the share is similar among boys (2%) and girls (2%) in mathematics.

Thank you for your attention.