



## Executive Summary

Far too many students around the world are trapped in a vicious circle of poor performance and demotivation that leads only to more bad marks and further disengagement from school. Worse, poor performance at school has long-term consequences, both for the individual and for society as a whole. Students who perform poorly at age 15 face a high risk of dropping out of school altogether. When a large share of the population lacks basic skills, a country's long-term economic growth is severely compromised.

Results from PISA 2012 show that more than one in four 15-year-old students in OECD countries did not attain a baseline level of proficiency in at least one of the three core subjects PISA assesses: reading, mathematics and science. In absolute numbers, this means that about 13 million 15-year-old students in the 64 countries and economies that participated in PISA 2012 were low performers in at least one subject.

Reducing the number of low-performing students is not only a goal in its own right but also an effective way to improve an education system's overall performance – and equity, since low performers are disproportionately from socio-economically disadvantaged families. Brazil, Germany, Italy, Mexico, Poland, Portugal, the Russian Federation, Tunisia and Turkey, for example, improved their performance in mathematics between 2003 and 2012 by reducing the share of low performers in this subject. What do these countries have in common? Not very much; as a group, they are about as socio-economically and culturally diverse as can be. But therein lies the lesson: all countries can improve their students' performance, given the right policies and the will to implement them.

### ***Multiple risk factors acting in concert***

Analyses show that poor performance at age 15 is not the result of any single risk factor, but rather of a combination and accumulation of various barriers and disadvantages that affect students throughout their lives. Who is most likely to be a low performer in mathematics? On average across OECD countries, a socio-economically disadvantaged girl who lives in a single-parent family in a rural area, has an immigrant background, speaks a different language at home from the language

of instruction, had not attended pre-primary school, had repeated a grade, and is enrolled in a vocational track has an 83% probability of being a low performer.

While these background factors can affect all students, among low performers the combination of risk factors is more detrimental to disadvantaged than to advantaged students. Indeed, all of the demographic characteristics considered in the report, as well as the lack of pre-primary education, increase the probability of low performance by a larger margin among disadvantaged than among advantaged students, on average across OECD countries. Only repeating a grade and enrolment in a vocational track have greater penalties for advantaged students. In other words, disadvantaged students tend not only to be encumbered with more risk factors, but those risk factors have a stronger impact on these students' performance.

### *Less positive attitudes towards school and learning*

Low performers tend to have less perseverance, motivation and self-confidence in mathematics than better-performing students, and they skip classes or days of school more. Students who have skipped school at least once in the two weeks prior to the PISA test are almost three times more likely to be low performers in mathematics than students who did not skip school.

Perhaps surprisingly, however, low performers in mathematics spend a similar amount of time as better-performing students in some mathematics activities, such as programming computers or taking part in mathematics competitions. They are more likely to participate in a mathematics club and play chess after school, perhaps because these activities are presented as recreational and are based on social interactions.

### *Less supportive teachers and schools*

Students attending schools where teachers are more supportive and have better morale are less likely to be low performers, while students whose teachers have low expectations for them and are absent more often are more likely to be low performers in mathematics, even after accounting for the socio-economic status of students and schools.

In addition, in schools with larger concentrations of low performers, the quality of educational resources is lower, and the incidence of teacher shortage is higher, on average across OECD countries, even after accounting for students' and schools' socio-economic status. In countries and economies where educational resources are distributed more equitably across schools, there is less incidence of low performance in mathematics, and a larger share of top performers, even when comparing school systems whose educational resources are of similar quality.

Analysis also shows that the degree to which advantaged and disadvantaged students attend the same school (social inclusion) is more strongly related to smaller proportions of low performers in a school system than to larger proportions of top performers. These findings suggest that systems that distribute both educational resources and students more equitably across schools might benefit low performers without undermining better-performing students.

### *Policies that can help to break the cycle of disengagement and low performance*

The first step for policy makers is to make tackling low performance a priority in their education policy agenda – and translate that priority into additional resources. Given the extent to which the



profile of low performers varies across countries, tackling low performance requires a multi-pronged approach, tailored to national and local circumstances. An agenda to reduce the incidence of low performance can include several actions:

- Dismantle the multiple barriers to learning.
- Create demanding and supportive learning environments at school.
- Provide remedial support as early as possible.
- Encourage the involvement of parents and local communities.
- Inspire students to make the most of available education opportunities.
- Identify low performers and design a tailored policy strategy.
- Provide targeted support to disadvantaged schools and/or families.
- Offer special programmes for immigrant, minority-language and rural students.
- Tackle gender stereotypes and assist single-parent families.
- Reduce inequalities in access to early education and limit the use of student sorting.

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Table 0.1 [Part 1/2]

## PERCENTAGE OF LOW PERFORMERS IN MATHEMATICS, READING AND SCIENCE

	Countries/economies where the percentage of low performers is <b>below</b> the OECD average
	Countries/economies where the percentage of low performers is not statistically different from the OECD average
	Countries/economies where the percentage of low performers is <b>above</b> the OECD average

	Percentage of low-performing students in:												
	Mathematics				Reading					Science			
	2012			Total: Change between 2003 and 2012	2012				Total: Change between 2003 and 2012	2012			Total: Change between 2006 and 2012
	Total	Below Level 1	Level 1		Total	Below Level 1b	Level 1b	Level 1a		Total	Below Level 1	Level 1	
%	%	%	% dif.	%	%	%	%	% dif.	%	%	%	% dif.	
OECD average	23.0	8.0	15.0	<b>0.7</b>	18.0	1.3	4.4	12.3	<b>-1.7</b>	17.8	4.8	13.0	<b>-2.1</b>
Shanghai-China	3.8	0.8	2.9	m	2.9	0.1	0.3	2.5	m	2.7	0.3	2.4	m
Singapore	8.3	2.2	6.1	m	9.9	0.5	1.9	7.5	m	9.6	2.2	7.4	m
Hong Kong-China	8.5	2.6	5.9	-1.9	6.8	0.2	1.3	5.3	<b>-5.3</b>	5.6	1.2	4.4	<b>-3.2</b>
Korea	9.1	2.7	6.4	-0.4	7.6	0.4	1.7	5.5	0.9	6.6	1.2	5.5	<b>-4.6</b>
Estonia	10.5	2.0	8.6	m	9.1	0.2	1.3	7.7	m	5.0	0.5	4.5	<b>-2.6</b>
Macao-China	10.8	3.2	7.6	-0.4	11.5	0.3	2.1	9.0	1.8	8.8	1.4	7.4	-1.5
Japan	11.1	3.2	7.9	-2.3	9.8	0.6	2.4	6.7	<b>-9.3</b>	8.5	2.0	6.4	<b>-3.6</b>
Finland	12.3	3.3	8.9	<b>5.5</b>	11.3	0.7	2.4	8.2	<b>5.6</b>	7.7	1.8	5.9	<b>3.6</b>
Switzerland	12.4	3.6	8.9	-2.1	13.7	0.5	2.9	10.3	-3.0	12.8	3.0	9.8	<b>-3.2</b>
Chinese Taipei	12.8	4.5	8.3	m	11.5	0.6	2.5	8.4	m	9.8	1.6	8.2	-1.8
Canada	13.8	3.6	10.2	<b>3.7</b>	10.9	0.5	2.4	8.0	1.4	10.4	2.4	8.0	0.4
Liechtenstein	14.1	3.5	10.6	1.8	12.4	0.0	1.9	10.5	2.0	10.4	0.8	9.6	-2.5
Viet Nam	14.2	3.6	10.6	m	9.4	0.1	1.5	7.8	m	6.7	0.9	5.8	m
Poland	14.4	3.3	11.1	<b>-7.7</b>	10.6	0.3	2.1	8.1	<b>-6.2</b>	9.0	1.3	7.7	<b>-8.0</b>
Netherlands	14.8	3.8	11.0	<b>3.9</b>	14.0	0.9	2.8	10.3	2.5	13.1	3.1	10.1	0.2
Denmark	16.8	4.4	12.5	1.4	14.6	0.8	3.1	10.7	-1.9	16.7	4.7	12.0	-1.7
Ireland	16.9	4.8	12.1	0.1	9.6	0.3	1.9	7.5	-1.4	11.1	2.6	8.5	<b>-4.4</b>
Germany	17.7	5.5	12.2	<b>-3.9</b>	14.5	0.5	3.3	10.7	<b>-7.8</b>	12.2	2.9	9.3	-3.2
Austria	18.7	5.7	13.0	-0.1	19.5	0.8	4.8	13.8	-1.2	15.8	3.6	12.2	-0.6
Belgium	19.0	7.0	12.0	<b>2.5</b>	16.1	1.6	4.1	10.4	-1.8	17.7	5.9	11.8	0.7
Australia	19.7	6.1	13.5	<b>5.3</b>	14.2	0.9	3.1	10.2	2.3	13.6	3.4	10.2	0.8
Latvia	19.9	4.8	15.1	-3.8	17.0	0.7	3.7	12.6	-1.1	12.4	1.8	10.5	<b>-5.1</b>
Slovenia	20.1	5.1	15.0	m	21.1	1.2	4.9	15.0	m	12.9	2.4	10.4	-1.0
Czech Republic	21.0	6.8	14.2	<b>4.4</b>	16.9	0.6	3.5	12.7	-2.4	13.8	3.3	10.5	-1.8
Iceland	21.5	7.5	14.0	<b>6.5</b>	21.0	2.3	5.4	13.3	2.5	24.0	8.0	16.0	<b>3.4</b>
United Kingdom	21.8	7.8	14.0	m	16.6	1.5	4.0	11.2	m	15.0	4.3	10.7	-1.8
Norway	23.3	7.2	15.1	1.5	16.2	1.7	3.7	10.8	-1.9	19.6	6.0	13.6	-1.4
France	22.4	8.7	13.6	<b>5.7</b>	18.9	2.1	4.9	11.9	1.4	18.7	6.1	12.6	-2.4
New Zealand	22.6	7.5	15.1	<b>7.6</b>	16.3	1.3	4.0	11.0	1.8	16.3	4.7	11.6	2.6
Spain	23.6	7.8	15.8	0.6	18.3	1.3	4.4	12.6	-2.8	15.7	3.7	12.0	<b>-3.9</b>
Russian Federation	24.0	7.5	16.5	<b>-6.3</b>	22.3	1.1	5.2	16.0	<b>-11.7</b>	18.8	3.6	15.1	-3.5
Luxembourg	24.3	8.8	15.5	<b>2.6</b>	22.2	2.0	6.3	13.8	-0.6	22.2	7.2	15.1	0.1

Note: Values that are statistically significant are indicated in bold.

Countries/economies are ranked in ascending order of the percentage of low performing students in mathematics.

Source: OECD, PISA 2012 Database, Tables 1.1, 1.2, 1.9, 1.11 and 1.12.

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Table 0.1 [Part 2/2]

## PERCENTAGE OF LOW PERFORMERS IN MATHEMATICS, READING AND SCIENCE

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	Countries/economies where the percentage of low performers is <b>above</b> the OECD average

	Percentage of low-performing students in:												
	Mathematics				Reading					Science			
	2012			Total: Change between 2003 and 2012	2012				Total: Change between 2003 and 2012	2012			Total: Change between 2006 and 2012
	Total	Below Level 1	Level 1		Total	Below Level 1b	Level 1b	Level 1a		Total	Below Level 1	Level 1	
	%	%	%	% dif.	%	%	%	%	% dif.	%	%	%	% dif.
<b>OECD average</b>	23.0	8.0	15.0	<b>0.7</b>	18.0	1.3	4.4	12.3	<b>-1.7</b>	17.8	4.8	13.0	<b>-2.1</b>
Italy	24.7	8.5	16.1	<b>-7.3</b>	19.5	1.6	5.2	12.7	<b>-4.4</b>	18.7	4.9	13.8	<b>-6.6</b>
Portugal	24.9	8.9	16.0	<b>-5.2</b>	18.8	1.3	5.1	12.3	-3.1	19.0	4.7	14.3	<b>-5.5</b>
United States	25.8	8.0	17.9	0.1	16.6	0.8	3.6	12.3	-2.8	18.1	4.2	14.0	<b>-6.2</b>
Lithuania	26.0	8.7	17.3	m	21.2	1.0	4.6	15.6	m	16.1	3.4	12.7	<b>-4.3</b>
Sweden	27.1	9.5	17.5	<b>9.8</b>	22.7	2.9	6.0	13.9	<b>9.5</b>	22.2	7.3	15.0	<b>5.9</b>
Slovak Republic	27.5	11.1	16.4	<b>7.5</b>	28.2	4.1	7.9	16.2	3.3	26.9	9.2	17.6	<b>6.7</b>
Hungary	28.1	9.9	18.2	<b>5.1</b>	19.7	0.7	5.2	13.8	-0.8	18.0	4.1	14.0	3.0
Croatia	29.9	9.5	20.4	m	18.7	0.7	4.0	13.9	m	17.3	3.2	14.0	0.3
Israel	33.5	15.9	17.6	m	23.6	3.8	6.9	12.9	m	28.9	11.2	17.7	<b>-7.3</b>
Greece	35.7	14.5	21.2	-3.3	22.6	2.6	5.9	14.2	-2.6	25.5	7.4	18.1	1.5
Serbia	38.9	15.5	23.4	m	33.1	2.6	9.3	21.3	m	35.0	10.3	24.7	-3.5
Romania	40.8	14.0	26.8	m	37.3	2.5	10.3	24.4	m	37.3	8.7	28.7	<b>-9.6</b>
Turkey	42.0	15.5	26.5	<b>-10.2</b>	21.6	0.6	4.5	16.6	<b>-15.2</b>	26.4	4.4	21.9	<b>-20.2</b>
Bulgaria	43.8	20.0	23.8	m	39.4	8.0	12.8	18.6	m	36.9	14.4	22.5	-5.7
Kazakhstan	45.2	14.5	30.7	m	57.1	4.2	17.3	35.6	m	41.9	11.3	30.7	m
United Arab Emirates	46.3	20.5	25.8	m	35.5	3.3	10.4	21.8	m	35.2	11.3	23.8	m
Thailand	49.7	19.1	30.6	-4.2	33.0	1.2	7.7	24.1	<b>-11.0</b>	33.6	7.0	26.6	<b>-12.5</b>
Chile	51.5	22.0	29.5	m	33.0	1.0	8.1	23.9	m	34.5	8.1	26.3	-5.2
Malaysia	51.8	23.0	28.8	m	52.7	5.8	16.4	30.5	m	45.5	14.5	31.0	m
Mexico	54.7	22.8	31.9	<b>-11.2</b>	41.1	2.6	11.0	27.5	<b>-10.9</b>	47.0	12.6	34.4	-3.9
Uruguay	55.8	29.2	26.5	<b>7.7</b>	47.0	6.4	14.7	25.9	<b>7.3</b>	46.9	19.7	27.2	<b>4.8</b>
Montenegro	56.6	27.5	29.1	m	43.3	4.4	13.2	25.7	m	50.7	18.7	32.0	0.5
Costa Rica	59.9	23.6	36.2	m	32.4	0.8	7.3	24.3	m	39.3	8.6	30.7	m
Albania	60.7	32.5	28.1	m	52.3	12.0	15.9	24.4	m	53.1	23.5	29.6	m
Argentina	66.5	34.9	31.6	m	53.6	8.1	17.7	27.7	m	50.9	19.8	31.0	-5.4
Tunisia	67.7	36.5	31.3	<b>-10.2</b>	49.3	6.2	15.5	27.6	<b>-13.4</b>	55.3	21.3	34.0	<b>-7.4</b>
Brazil	68.3	36.9	31.4	<b>-8.1</b>	50.8	4.6	15.8	30.4	-0.8	55.2	19.9	35.4	<b>-7.3</b>
Jordan	68.6	36.5	32.1	m	50.7	7.5	14.9	28.3	m	49.6	18.2	31.4	<b>5.2</b>
Qatar	69.6	47.0	22.6	m	57.1	13.6	18.9	24.6	m	62.6	34.6	28.0	<b>-16.5</b>
Colombia	73.8	41.6	32.2	m	51.4	5.0	15.4	31.0	m	56.2	19.8	36.3	-4.0
Peru	74.6	47.0	27.6	m	59.9	9.8	20.6	29.5	m	68.5	31.5	37.0	m
Indonesia	75.7	42.3	33.4	-2.4	55.2	4.1	16.3	34.8	-8.0	66.6	24.7	41.9	5.0

Note: Values that are statistically significant are indicated in bold.

Countries/economies are ranked in ascending order of the percentage of low performing students in mathematics.

Source: OECD, PISA 2012 Database, Tables 1.1, 1.2, 1.9, 1.11 and 1.12.


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Table 0.2 [Part 1/2]

## OVERLAPPING OF LOW PERFORMANCE ACROSS SUBJECTS

	Low performers in:							
	Above baseline in all subjects	Mathematics only	Reading only	Science only	Mathematics and reading	Mathematics and science	Reading and science	All subjects
	%	%	%	%	%	%	%	%
<b>OECD average</b>	71.6	5.5	2.6	1.5	2.5	3.4	1.2	11.6
Shanghai-China	95.0	1.1	0.6	0.3	0.5	0.6	0.2	1.6
Hong Kong-China	89.4	2.6	1.3	0.4	1.2	0.8	0.4	3.9
Korea	88.2	2.4	1.4	0.7	1.3	1.0	0.6	4.4
Singapore	86.7	1.0	2.0	1.4	0.7	1.0	1.6	5.6
Estonia	85.7	3.8	2.8	0.5	2.6	0.9	0.5	3.2
Japan	85.3	2.9	1.9	0.9	1.5	1.2	0.9	5.5
Chinese Taipei	83.9	2.7	1.8	0.6	1.7	1.2	0.8	7.2
Macao-China	83.6	2.7	3.1	1.0	1.9	1.2	1.5	5.0
Finland	83.5	3.5	3.0	0.5	2.3	1.1	0.7	5.3
Viet Nam	82.9	5.6	2.0	0.5	2.8	1.6	0.3	4.3
Poland	81.9	4.8	2.1	1.0	2.2	1.7	0.6	5.7
Canada	81.8	4.2	2.1	1.2	1.5	2.0	1.1	6.2
Ireland	80.8	5.7	0.9	0.8	1.4	3.0	0.5	6.8
Switzerland	80.7	1.9	3.1	2.0	1.4	1.7	1.7	7.5
Liechtenstein	80.5	3.6	3.0	1.2	2.5	2.3	1.3	5.7
Netherlands	80.3	2.6	2.4	1.2	1.6	2.0	1.4	8.6
Germany	78.5	4.4	2.3	0.6	2.6	2.0	0.8	8.8
Denmark	76.6	3.2	2.3	2.4	1.1	3.1	1.9	9.3
Australia	76.3	5.8	2.1	1.0	2.1	2.7	0.9	9.1
Belgium	75.9	3.3	1.8	1.9	1.3	2.8	1.4	11.5
United Kingdom	74.7	5.5	1.8	1.0	3.0	2.2	0.6	11.2
Latvia	74.2	5.6	3.9	1.1	3.9	2.1	0.8	8.3
Austria	73.7	3.6	4.6	1.2	2.4	2.0	1.9	10.7
Czech Republic	73.3	6.0	3.5	1.2	3.4	2.7	1.0	8.9
New Zealand	73.2	6.2	2.1	1.2	2.2	3.1	0.8	11.1
France	71.9	4.4	2.7	1.7	2.2	3.1	1.3	12.7
Slovenia	71.9	5.3	6.3	0.4	3.6	1.2	1.3	9.9
Norway	71.6	5.0	2.1	2.4	1.6	4.7	1.5	11.0
United States	71.0	7.2	1.4	1.0	2.2	4.2	0.7	12.2
Spain	70.9	6.4	3.2	1.3	3.8	3.0	1.0	10.4
Portugal	69.9	6.0	2.4	1.6	2.6	3.7	1.2	12.6
Italy	69.0	6.0	3.2	1.8	3.1	3.7	1.4	11.9
Iceland	68.8	2.4	3.2	4.0	1.7	3.8	2.6	13.6

Countries/economies are ranked in descending order of the percentage of students who are above baseline in all subjects.

Source: OECD, PISA 2012 Database, Table 1.3.

StatLink  <http://dx.doi.org/10.1787/888933315940>




■ Table 0.2 [Part 2/2] ■

## OVERLAPPING OF LOW PERFORMANCE ACROSS SUBJECTS

	Above baseline in all subjects	Low performers in:						
		Mathematics only	Reading only	Science only	Mathematics and reading	Mathematics and science	Reading and science	All subjects
		%	%	%	%	%	%	%
<b>OECD average</b>	71.6	5.5	2.6	1.5	2.5	3.4	1.2	11.6
Lithuania	68.6	7.2	3.6	0.8	4.5	2.2	1.0	12.1
Hungary	68.4	7.5	2.1	0.8	3.9	3.6	0.6	13.1
Luxembourg	68.0	4.0	3.5	2.2	2.3	3.7	2.0	14.4
Russian Federation	66.8	6.0	4.9	1.8	3.5	3.1	2.5	11.4
Sweden	66.3	5.5	3.0	2.0	3.1	3.6	1.7	15.0
Croatia	66.3	10.0	2.4	0.9	4.0	4.1	0.6	11.7
Slovak Republic	63.2	3.2	4.5	2.2	2.2	3.3	2.7	18.8
Israel	61.2	6.2	1.9	2.1	1.9	6.9	1.3	18.5
Greece	58.2	10.6	2.6	2.4	3.1	6.2	1.2	15.7
Turkey	53.8	14.6	1.6	1.7	3.6	8.2	0.8	15.6
Serbia	51.0	6.4	4.0	3.4	3.6	6.1	2.7	22.8
United Arab Emirates	48.3	9.5	2.5	1.6	4.6	5.2	1.4	27.0
Bulgaria	48.0	7.0	4.0	1.5	4.1	4.1	2.8	28.6
Romania	46.8	6.5	4.7	3.7	4.6	5.7	3.9	24.0
Thailand	44.2	13.7	2.8	1.9	5.7	7.2	1.4	23.1
Chile	44.1	13.8	2.2	1.3	5.4	7.7	0.9	24.6
Montenegro	36.3	7.5	2.6	2.5	3.0	10.4	2.0	35.8
Mexico	36.1	8.7	2.9	4.4	5.3	9.7	1.9	31.0
Malaysia	35.8	6.0	7.3	1.6	5.3	3.9	3.5	36.5
Uruguay	35.4	8.3	3.8	2.7	5.7	6.6	2.4	35.2
Costa Rica	35.2	17.2	1.8	2.4	6.5	12.8	0.7	23.4
Kazakhstan	32.9	4.9	10.9	2.9	9.3	2.2	8.0	28.8
Albania	27.9	7.9	4.4	3.9	6.7	8.1	3.2	38.0
Argentina	27.4	10.8	3.5	1.3	7.4	6.9	1.3	41.4
Jordan	26.8	14.0	2.6	1.0	7.0	7.4	1.0	40.1
Brazil	26.5	10.4	2.2	1.9	5.7	10.4	1.1	41.8
Qatar	25.4	6.3	1.9	2.0	3.8	9.2	1.2	50.3
Tunisia	24.9	11.5	2.4	3.2	5.8	11.0	1.7	39.4
Colombia	22.9	13.0	1.5	1.3	6.4	11.3	0.5	43.0
Peru	19.7	6.2	1.3	3.1	4.3	11.1	1.3	53.0
Indonesia	18.5	9.1	1.5	2.8	4.3	14.4	1.6	47.9

Countries/economies are ranked in descending order of the percentage of students who are above baseline in all subjects.

Source: OECD, PISA 2012 Database, Table 1.3.

StatLink  <http://dx.doi.org/10.1787/888933315940>

■ Table 0.3 [Part 1/2] ■

## STUDENT BACKGROUND AND LOW PERFORMANCE

	Percentage of low performers in mathematics according to their...					
	... socio-economic status		... gender		... immigrant background	
	Socio-economically disadvantaged students	Difference between socio-economically advantaged and disadvantaged students	Girls	Difference between girls and boys	Student has an immigrant background	Difference between immigrant students and students without an immigrant background
	%	% dif.	%	% dif.	%	% dif.
<b>OECD average</b>	37.2	-27.7	23.9	<b>1.8</b>	36.0	<b>14.2</b>
Uruguay	77.4	<b>-50.7</b>	58.5	5.7	50.2	-4.8
Chile	75.0	<b>-50.1</b>	57.5	<b>12.2</b>	51.7	0.5
Bulgaria	68.0	<b>-49.6</b>	42.3	-2.9	74.5	<b>32.2</b>
Costa Rica	80.4	<b>-45.8</b>	66.6	<b>14.3</b>	76.5	<b>17.9</b>
Romania	60.7	<b>-44.0</b>	41.2	0.8	c	c
Peru	94.5	<b>-44.0</b>	77.5	<b>6.0</b>	89.9	<b>15.9</b>
Hungary	50.6	<b>-42.5</b>	28.5	0.9	17.0	-10.8
Slovak Republic	51.7	<b>-42.3</b>	27.3	-0.3	31.6	4.9
Israel	55.8	<b>-41.4</b>	33.4	-0.2	27.7	<b>-5.3</b>
Brazil	85.0	<b>-40.1</b>	72.0	<b>7.8</b>	83.2	<b>15.9</b>
Montenegro	74.4	<b>-40.0</b>	56.5	-0.3	45.5	<b>-11.1</b>
Argentina	82.4	<b>-39.4</b>	69.7	<b>6.7</b>	83.1	<b>17.8</b>
Malaysia	69.5	<b>-39.2</b>	49.6	<b>-4.5</b>	64.6	<b>13.9</b>
Greece	53.3	<b>-36.6</b>	36.9	2.4	57.7	<b>25.1</b>
France	40.3	<b>-35.6</b>	22.4	0.0	43.3	<b>25.6</b>
Portugal	42.2	<b>-35.1</b>	25.9	1.9	42.4	<b>20.0</b>
Colombia	88.3	<b>-34.5</b>	79.6	<b>12.2</b>	97.3	<b>24.0</b>
Luxembourg	42.5	<b>-34.5</b>	28.7	<b>8.6</b>	32.8	<b>16.7</b>
Tunisia	80.9	<b>-34.2</b>	71.3	7.7	65.4	-2.0
Turkey	56.9	<b>-34.2</b>	43.2	2.5	49.1	7.6
United Arab Emirates	67.1	<b>-34.1</b>	44.3	-4.0	31.3	<b>-31.4</b>
Mexico	70.7	<b>-34.1</b>	58.5	<b>7.8</b>	87.7	<b>34.1</b>
Serbia	53.6	<b>-33.1</b>	40.4	3.1	33.4	-5.3
New Zealand	41.0	<b>-33.0</b>	23.6	1.8	24.8	3.9
Jordan	82.6	<b>-32.0</b>	64.8	-7.7	58.9	<b>-9.5</b>
United States	41.0	<b>-31.5</b>	25.2	-1.3	29.8	<b>6.3</b>
Lithuania	42.8	<b>-31.4</b>	24.3	<b>-3.3</b>	25.8	0.3
Spain	39.7	<b>-31.4</b>	25.1	<b>3.0</b>	42.7	<b>22.1</b>
Thailand	60.2	<b>-29.6</b>	46.3	<b>-7.7</b>	73.7	<b>24.7</b>
Kazakhstan	60.6	<b>-29.4</b>	45.0	-0.5	48.4	4.0
Czech Republic	37.5	<b>-29.3</b>	22.7	3.5	30.3	9.8
Croatia	43.4	<b>-28.9</b>	31.0	2.1	35.5	<b>6.6</b>
Belgium	34.0	<b>-28.5</b>	19.3	0.7	38.7	<b>24.3</b>
Austria	<b>33.9</b>	<b>-27.5</b>	21.2	<b>5.1</b>	36.8	<b>22.1</b>
Indonesia	<b>84.8</b>	<b>-27.1</b>	76.9	2.3	c	c
Slovenia	33.4	<b>-26.6</b>	19.8	-0.6	37.0	<b>18.9</b>
Sweden	40.1	<b>-26.3</b>	26.0	-2.2	47.2	<b>25.1</b>
Russian Federation	37.9	<b>-26.1</b>	23.3	-1.4	29.6	<b>6.9</b>
Italy	38.4	<b>-25.9</b>	26.7	<b>3.9</b>	42.3	<b>19.7</b>
Latvia	33.1	<b>-25.6</b>	18.3	-3.2	22.3	2.7
Qatar	85.6	<b>-25.5</b>	68.2	-2.6	50.9	<b>-36.1</b>
Australia	32.9	<b>-25.2</b>	21.1	<b>2.9</b>	15.4	<b>-3.6</b>
Germany	31.1	<b>-25.2</b>	18.7	<b>1.9</b>	31.1	<b>17.4</b>
Ireland	29.7	<b>-24.9</b>	18.7	3.5	17.6	1.2
Denmark	30.1	<b>-24.4</b>	18.6	3.5	41.7	<b>28.3</b>
United Kingdom	32.0	<b>-23.6</b>	23.8	<b>4.1</b>	27.4	<b>7.4</b>
Chinese Taipei	26.6	<b>-23.1</b>	11.4	-2.9	15.9	3.6
Poland	26.5	<b>-22.7</b>	13.8	-1.2	c	c
Norway	33.5	<b>-21.8</b>	22.0	-0.6	41.0	<b>21.4</b>
Iceland	31.3	<b>-20.2</b>	19.7	<b>-3.5</b>	39.3	<b>19.5</b>
Viet Nam	24.8	<b>-19.2</b>	14.3	0.1	c	c
Netherlands	24.9	<b>-18.9</b>	15.8	1.9	28.8	<b>16.5</b>
Switzerland	22.8	<b>-18.2</b>	13.1	1.4	24.6	<b>16.6</b>
Canada	21.7	<b>-16.5</b>	14.3	0.9	14.0	1.8
Liechtenstein	24.1	<b>-16.0</b>	17.3	6.1	22.1	<b>12.4</b>
Finland	20.1	<b>-15.5</b>	10.4	<b>-3.7</b>	44.9	<b>34.4</b>
Japan	19.0	<b>-14.5</b>	11.2	0.3	c	c
Singapore	16.6	<b>-14.4</b>	6.7	<b>-3.1</b>	4.6	<b>-4.1</b>
Estonia	15.9	<b>-12.6</b>	10.4	-0.2	19.0	<b>9.7</b>
Korea	<b>14.0</b>	<b>-9.5</b>	9.1	-0.1	c	c
Hong Kong-China	13.1	<b>-8.9</b>	8.5	-0.1	8.0	-0.1
Shanghai-China	8.1	<b>-7.2</b>	3.6	-0.3	20.8	<b>17.3</b>
Macao-China	13.9	<b>-6.7</b>	10.0	-1.6	9.2	<b>-3.7</b>
Albania	m	m	60.3	-0.7	c	c

Note: Values that are statistically significant are indicated in bold.

Countries/economies are ranked in ascending order of the difference in the percentage of low performers in mathematics between socio-economically advantaged and disadvantaged students.

Source: OECD, PISA 2012 Database, Tables 2.1, 2.3a, 2.6, 2.14, 2.16 and 2.18.

StatLink  <http://dx.doi.org/10.1787/888933315951>





■ Table 0.3 [Part 2/2] ■

## STUDENT BACKGROUND AND LOW PERFORMANCE


	Percentage of low performers in mathematics according to their...					
	... pre-primary education		... grade repetition		... study programme	
	No pre-primary education	Difference between students with no pre-primary education and students with more than a year of pre-primary education	Repeated a grade	Difference between students who had repeated a grade and students who had never repeated a grade	Enrolled in a vocational programme <sup>1</sup>	Difference between students enrolled in a vocational programme and students enrolled in a general programme
%	% dif.	%	% dif.	%	% dif.	
<b>OECD average</b>	41.5	21.7	54.5	36.3	40.6	20.4
Uruguay	75.2	27.3	85.8	49.0	78.4	23.2
Chile	74.1	27.9	81.1	40.0	49.6	-2.0
Bulgaria	64.2	25.0	90.6	50.1	53.2	15.9
Costa Rica	73.1	18.4	82.9	35.0	46.3	-15.0
Romania	64.1	26.3	70.9	31.7	c	c
Peru	90.8	22.3	92.8	25.4	c	c
Hungary	56.0	29.3	71.1	48.6	68.3	46.9
Slovak Republic	65.7	43.0	82.1	59.5	30.6	4.7
Israel	69.2	40.5	71.6	40.6	91.5	59.8
Brazil	79.8	19.6	87.3	31.4	c	c
Montenegro	65.4	17.8	77.7	22.1	70.5	40.8
Argentina	87.4	27.4	87.2	33.3	63.5	-3.5
Malaysia	62.2	20.4	c	c	58.4	7.7
Greece	63.1	31.8	87.2	54.2	75.7	46.3
France	62.7	43.4	57.1	49.1	31.7	11.1
Portugal	33.6	15.2	56.1	48.8	49.3	29.3
Colombia	83.9	14.2	85.7	20.2	64.1	-13.0
Luxembourg	40.1	19.2	47.8	36.3	35.3	14.0
Tunisia	75.5	18.4	93.1	42.2	c	c
Turkey	48.0	21.7	77.4	41.5	57.4	24.9
United Arab Emirates	64.0	27.4	78.8	37.3	33.9	-12.7
Mexico	73.4	21.7	83.6	34.6	45.2	-12.7
Serbia	45.6	13.6	86.5	49.1	47.3	32.6
New Zealand	40.8	22.4	45.4	24.6	c	c
Jordan	77.7	21.2	92.3	26.7	c	c
United States	40.9	16.9	53.6	33.2	c	c
Lithuania	34.1	13.4	77.7	53.2	70.1	44.3
Spain	44.3	24.1	51.7	42.5	64.6	41.3
Thailand	72.6	25.4	64.6	15.5	74.3	30.6
Kazakhstan	49.1	14.2	65.6	20.7	53.0	8.4
Czech Republic	46.4	27.4	76.4	58.3	20.4	-0.9
Croatia	35.1	11.3	49.1	20.1	40.9	37.0
Belgium	48.2	31.6	39.9	33.1	31.4	22.3
Austria	35.8	18.5	38.0	22.1	20.6	6.2
Indonesia	86.6	25.0	90.0	17.0	71.2	-5.7
Slovenia	25.1	7.9	66.6	48.4	30.8	22.8
Sweden	46.7	23.9	69.7	45.4	c	c
Russian Federation	32.7	12.2	64.5	41.6	29.3	5.6
Italy	47.6	25.6	50.9	31.9	34.1	18.7
Latvia	22.5	3.9	68.8	53.7	c	c
Qatar	82.2	26.7	86.1	19.6	c	c
Australia	36.7	20.4	38.1	20.5	27.0	8.2
Germany	31.7	18.2	39.4	28.3	21.8	4.1
Ireland	21.0	4.4	33.5	18.3	71.3	54.8
Denmark	43.6	30.6	48.5	33.8	c	c
United Kingdom	43.3	25.4	58.3	38.2	55.0	33.6
Chinese Taipei	28.8	17.6	53.7	41.2	19.9	10.8
Poland	28.4	17.3	59.6	47.2	c	c
Norway	32.7	12.7	c	c	c	c
Iceland	35.2	15.1	46.7	26.0	c	c
Viet Nam	35.8	25.0	57.4	46.9	c	c
Netherlands	28.2	14.2	26.8	17.1	49.5	44.6
Switzerland	39.6	27.6	31.2	23.6	2.6	-11.0
Canada	18.3	8.2	36.1	25.2	13.8	c
Liechtenstein	c	c	24.3	12.5	c	c
Finland	34.5	24.8	54.0	44.0	c	c
Japan	28.3	18.2	c	c	17.0	7.8
Singapore	20.1	13.0	27.9	20.9	c	c
Estonia	12.0	2.4	46.0	37.1	c	c
Korea	15.3	7.1	17.6	9.0	21.2	15.1
Hong Kong-China	30.7	23.3	21.0	15.2	c	c
Shanghai-China	18.1	15.7	17.1	14.7	6.7	3.7
Macao-China	19.5	11.0	21.5	18.5	9.9	-0.9
Albania	62.0	1.3	51.8	-9.7	64.4	4.1

Note: Values that are statistically significant are indicated in bold.

1. This category includes students enrolled in pre-vocational, vocational and modular programmes.

Countries/economies are ranked in ascending order of the difference in the percentage of low performers in mathematics between socio-economically advantaged and disadvantaged students.

Source: OECD, PISA 2012 Database, Tables 2.1, 2.3a, 2.6, 2.14, 2.16 and 2.18.

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■ Table 0.4 [Part 1/2] ■


## ENGAGEMENT, PERSEVERANCE AND SELF-CONFIDENCE AMONG LOW PERFORMERS IN MATHEMATICS

	Low performers in mathematics					Difference between low performers in mathematics and students scoring above the baseline in mathematics				
	Skipped school at least once in the two weeks prior to the PISA test	Index of sense of belonging at school	Hours spent doing homework	Index of perseverance	Index of mathematics self-efficacy	Skipped school at least once in the two weeks prior to the PISA test	Index of sense of belonging at school	Hours spent doing homework	Index of perseverance	Index of mathematics self-efficacy
	%	Mean index	Mean hours	Mean index	Mean index	% dif.	Mean index dif.	Mean hours dif.	Mean index dif.	Mean index dif.
OECD average	22.6	-0.1	3.5	-0.3	-0.7	<b>10.2</b>	<b>-0.15</b>	<b>-1.8</b>	<b>-0.34</b>	<b>-0.83</b>
Argentina	62.6	-0.3	3.2	-0.1	-0.5	<b>13.2</b>	<b>-0.16</b>	<b>-1.5</b>	<b>-0.25</b>	<b>-0.34</b>
Italy	59.4	-0.2	5.6	-0.1	-0.6	<b>14.9</b>	0.03	<b>-4.1</b>	<b>-0.25</b>	<b>-0.64</b>
Turkey	52.0	0.1	3.7	0.3	-0.4	<b>-3.9</b>	-0.08	<b>-1.0</b>	<b>-0.31</b>	<b>-0.65</b>
United Arab Emirates	47.8	-0.1	4.4	0.2	-0.3	<b>16.0</b>	<b>-0.24</b>	<b>-3.2</b>	<b>-0.48</b>	<b>-0.58</b>
Jordan	47.4	-0.1	3.6	0.2	-0.2	<b>12.6</b>	<b>-0.26</b>	<b>-1.6</b>	<b>-0.55</b>	<b>-0.53</b>
Australia	44.5	-0.3	3.5	-0.3	-0.7	<b>15.6</b>	<b>-0.24</b>	<b>-3.1</b>	<b>-0.50</b>	<b>-0.94</b>
Romania	43.4	-0.4	5.0	-0.1	-0.4	<b>15.4</b>	<b>-0.15</b>	<b>-3.8</b>	<b>-0.19</b>	<b>-0.40</b>
Spain	42.8	0.3	4.7	-0.1	-0.5	<b>19.2</b>	<b>-0.15</b>	<b>-2.3</b>	<b>-0.31</b>	<b>-0.73</b>
Latvia	41.6	-0.2	4.8	-0.1	-0.6	<b>23.6</b>	-0.01	<b>-1.7</b>	<b>-0.33</b>	<b>-0.57</b>
Bulgaria	38.3	-0.3	3.8	0.3	-0.3	<b>23.2</b>	<b>-0.26</b>	<b>-3.0</b>	<b>-0.42</b>	<b>-0.39</b>
Lithuania	36.7	-0.2	4.9	-0.1	-0.5	<b>23.9</b>	<b>-0.44</b>	<b>-2.3</b>	<b>-0.27</b>	<b>-0.79</b>
Malaysia	36.4	-0.2	3.1	0.1	-0.5	<b>16.4</b>	<b>-0.08</b>	<b>-3.4</b>	<b>-0.20</b>	<b>-0.51</b>
Israel	35.6	0.4	3.7	0.3	-0.4	<b>7.6</b>	-0.05	<b>-1.3</b>	-0.02	<b>-0.76</b>
New Zealand	35.1	-0.2	2.7	-0.3	-0.8	<b>23.1</b>	-0.04	<b>-1.9</b>	<b>-0.43</b>	<b>-0.76</b>
Costa Rica	34.7	0.4	2.7	0.4	-0.5	<b>8.1</b>	-0.03	<b>-1.9</b>	<b>-0.18</b>	<b>-0.32</b>
Estonia	33.7	-0.4	5.0	0.2	-0.7	<b>20.6</b>	-0.09	<b>-2.1</b>	-0.10	<b>-0.72</b>
Russian Federation	33.4	-0.2	7.8	0.3	-0.6	<b>15.9</b>	-0.08	<b>-2.5</b>	<b>-0.20</b>	<b>-0.63</b>
Canada	31.6	-0.2	3.7	-0.2	-0.7	<b>10.9</b>	<b>-0.15</b>	<b>-2.0</b>	<b>-0.46</b>	<b>-0.95</b>
Portugal	30.4	-0.1	2.4	-0.1	-0.5	<b>14.6</b>	<b>-0.20</b>	<b>-1.8</b>	<b>-0.55</b>	<b>-1.03</b>
Slovenia	30.1	-0.1	3.3	0.0	-0.3	<b>19.9</b>	-0.07	-0.5	<b>-0.16</b>	<b>-0.73</b>
Montenegro	29.5	0.0	3.5	0.2	-0.5	<b>11.1</b>	0.13	<b>-1.9</b>	<b>-0.37</b>	<b>-0.49</b>
Greece	28.7	-0.2	3.6	-0.4	-0.7	<b>10.9</b>	-0.07	<b>-2.5</b>	<b>-0.42</b>	<b>-0.77</b>
Uruguay	28.3	0.2	4.0	0.1	-0.5	<b>10.6</b>	0.01	<b>-1.5</b>	<b>-0.26</b>	<b>-0.45</b>
United States	27.8	-0.2	3.7	0.1	-0.5	<b>9.0</b>	<b>-0.19</b>	<b>-3.2</b>	<b>-0.42</b>	<b>-0.83</b>
United Kingdom	27.1	-0.1	3.1	-0.3	-0.7	<b>11.7</b>	<b>-0.14</b>	<b>-2.3</b>	<b>-0.50</b>	<b>-0.97</b>
Singapore	26.7	-0.3	3.8	0.1	-0.5	<b>13.3</b>	<b>-0.15</b>	<b>-6.1</b>	<b>-0.21</b>	<b>-1.06</b>
Poland	26.6	-0.3	5.0	-0.4	-0.7	<b>12.6</b>	0.01	<b>-1.8</b>	<b>-0.48</b>	<b>-0.97</b>
Croatia	25.6	0.1	4.3	0.0	-0.5	<b>18.3</b>	-0.03	<b>-2.2</b>	<b>-0.14</b>	<b>-0.79</b>
Kazakhstan	25.3	0.3	7.4	0.6	-0.1	<b>10.2</b>	<b>-0.15</b>	<b>-2.5</b>	<b>-0.33</b>	<b>-0.36</b>
Mexico	25.2	0.0	4.0	0.2	-0.4	<b>9.4</b>	<b>-0.13</b>	<b>-2.7</b>	<b>-0.34</b>	<b>-0.43</b>
Tunisia	24.0	-0.2	3.3	0.0	-0.5	<b>10.2</b>	<b>-0.12</b>	<b>-0.6</b>	<b>-0.39</b>	<b>-0.52</b>

Note: Values that are statistically significant are indicated in bold.

Countries/economies are ranked in descending order of the percentage of low performers in mathematics who had skipped school at least once in the two weeks prior to the PISA test.

Source: OECD, PISA 2012 Database, Tables 3.1, 3.3, 3.8, 3.12 and 3.15.

StatLink  <http://dx.doi.org/10.1787/888933315961>



■ Table 0.4 [Part 2/2] ■  
**ENGAGEMENT, PERSEVERANCE AND SELF-CONFIDENCE AMONG  
 LOW PERFORMERS IN MATHEMATICS**

	Low performers in mathematics					Difference between low performers in mathematics and students scoring above the baseline in mathematics				
	Skipped school at least once in the two weeks prior to the PISA test	Index of sense of belonging at school	Hours spent doing homework	Index of perseverance	Index of mathematics self-efficacy	Skipped school at least once in the two weeks prior to the PISA test	Index of sense of belonging at school	Hours spent doing homework	Index of perseverance	Index of mathematics self-efficacy
	%	Mean index	Mean hours	Mean index	Mean index	% dif.	Mean index dif.	Mean hours dif.	Mean index dif.	Mean index dif.
OECD average	22.6	-0.1	3.5	-0.3	-0.7	<b>10.2</b>	<b>-0.15</b>	<b>-1.8</b>	<b>-0.34</b>	<b>-0.83</b>
<a href="#">Thailand</a>	23.9	-0.2	3.9	0.1	-0.4	<b>11.4</b>	<b>-0.25</b>	<b>-3.4</b>	<b>-0.25</b>	<b>-0.22</b>
<a href="#">Viet Nam</a>	23.8	-0.2	3.6	0.4	-0.6	<b>17.0</b>	0.02	<b>-2.6</b>	-0.09	<b>-0.43</b>
<a href="#">Brazil</a>	21.3	-0.2	2.9	0.1	-0.6	<b>3.0</b>	-0.04	<b>-1.3</b>	<b>-0.25</b>	<b>-0.49</b>
<a href="#">Finland</a>	20.4	-0.4	2.4	-0.4	-1.0	<b>11.3</b>	<b>-0.16</b>	<b>-0.5</b>	<b>-0.50</b>	<b>-0.78</b>
<a href="#">Serbia</a>	19.6	0.0	3.7	0.1	-0.6	<b>10.9</b>	-0.03	<b>-1.2</b>	<b>-0.24</b>	<b>-0.59</b>
<a href="#">Denmark</a>	18.9	-0.2	3.9	-0.5	-0.8	<b>11.1</b>	<b>-0.13</b>	<b>-0.4</b>	<b>-0.46</b>	<b>-0.79</b>
<a href="#">France</a>	18.0	-0.3	3.3	-0.7	-0.6	<b>10.9</b>	<b>-0.27</b>	<b>-2.2</b>	<b>-0.34</b>	<b>-0.77</b>
<a href="#">Peru</a>	16.7	-0.1	4.8	0.3	-0.3	<b>9.9</b>	<b>-0.13</b>	<b>-2.6</b>	<b>-0.26</b>	<b>-0.34</b>
<a href="#">Qatar</a>	16.2	-0.3	3.6	0.1	-0.3	-0.4	<b>-0.32</b>	<b>-2.1</b>	<b>-0.48</b>	<b>-0.59</b>
<a href="#">Chinese Taipei</a>	15.6	-0.2	1.9	-0.4	-1.1	<b>13.0</b>	-0.02	<b>-4.0</b>	<b>-0.34</b>	<b>-1.51</b>
<a href="#">Hungary</a>	15.6	-0.1	4.0	-0.2	-0.6	<b>12.2</b>	<b>-0.25</b>	<b>-3.0</b>	<b>-0.22</b>	<b>-0.96</b>
<a href="#">Slovak Republic</a>	15.5	-0.5	2.5	-0.7	-0.5	<b>8.4</b>	<b>-0.19</b>	<b>-0.9</b>	<b>-0.31</b>	<b>-0.79</b>
<a href="#">Norway</a>	14.9	-0.1	3.8	-0.8	-0.8	<b>10.0</b>	<b>-0.17</b>	<b>-1.2</b>	<b>-0.64</b>	<b>-1.04</b>
<a href="#">Luxembourg</a>	14.1	0.0	3.4	-0.2	-0.6	<b>9.2</b>	<b>-0.32</b>	<b>-1.5</b>	<b>-0.22</b>	<b>-0.91</b>
<a href="#">Sweden</a>	14.0	-0.1	3.3	-0.6	-0.5	<b>9.2</b>	<b>-0.14</b>	<b>-0.4</b>	<b>-0.43</b>	<b>-0.77</b>
<a href="#">Macao-China</a>	13.8	-0.5	2.9	-0.1	-0.6	<b>10.0</b>	0.00	<b>-3.4</b>	<b>-0.27</b>	<b>-0.83</b>
<a href="#">Belgium</a>	13.7	-0.2	3.1	-0.5	-0.7	<b>10.1</b>	<b>-0.19</b>	<b>-2.8</b>	<b>-0.21</b>	<b>-0.75</b>
<a href="#">Albania</a>	13.6	0.4	5.1	0.7	0.0	-2.9	0.07	0.0	0.01	-0.01
<a href="#">Indonesia</a>	13.5	0.0	4.1	0.2	-0.3	<b>6.3</b>	<b>-0.16</b>	<b>-2.9</b>	<b>-0.19</b>	<b>-0.29</b>
<a href="#">Switzerland</a>	13.0	0.2	3.1	-0.3	-0.6	<b>9.2</b>	<b>-0.26</b>	<b>-1.0</b>	<b>-0.22</b>	<b>-0.96</b>
<a href="#">Austria</a>	12.8	0.3	3.4	-0.2	-0.6	<b>5.8</b>	<b>-0.25</b>	<b>-1.4</b>	<b>-0.23</b>	<b>-0.82</b>
<a href="#">Hong Kong-China</a>	11.5	-0.5	2.7	-0.1	-0.9	<b>8.2</b>	-0.07	<b>-3.6</b>	<b>-0.29</b>	<b>-1.26</b>
<a href="#">Chile</a>	10.9	0.1	2.8	0.2	-0.4	<b>6.6</b>	-0.06	<b>-1.5</b>	<b>-0.24</b>	<b>-0.49</b>
<a href="#">Czech Republic</a>	10.0	-0.5	2.3	-0.2	-0.5	<b>5.3</b>	<b>-0.17</b>	<b>-1.0</b>	<b>-0.16</b>	<b>-0.70</b>
<a href="#">Germany</a>	10.0	0.2	3.7	-0.2	-0.4	<b>5.8</b>	-0.13	<b>-1.1</b>	<b>-0.23</b>	<b>-0.86</b>
<a href="#">Korea</a>	9.9	-0.6	1.4	-0.4	-1.4	<b>8.9</b>	<b>-0.27</b>	<b>-1.6</b>	<b>-0.34</b>	<b>-1.19</b>
<a href="#">Netherlands</a>	7.7	-0.2	3.7	-0.2	-0.8	<b>5.9</b>	<b>-0.18</b>	<b>-2.5</b>	<b>-0.12</b>	<b>-0.76</b>
<a href="#">Ireland</a>	6.9	-0.1	4.5	-0.2	-0.7	<b>3.4</b>	-0.06	<b>-3.4</b>	<b>-0.46</b>	<b>-0.86</b>
<a href="#">Japan</a>	6.2	-0.3	1.9	-1.0	-1.5	<b>5.2</b>	<b>-0.12</b>	<b>-2.1</b>	<b>-0.41</b>	<b>-1.17</b>
<a href="#">Colombia</a>	5.0	0.2	4.4	0.4	-0.5	<b>2.2</b>	<b>-0.16</b>	<b>-3.3</b>	<b>-0.16</b>	<b>-0.26</b>
<a href="#">Iceland</a>	4.7	0.2	3.7	-0.5	-0.7	<b>3.4</b>	<b>-0.22</b>	<b>-0.5</b>	<b>-0.53</b>	<b>-0.98</b>
<a href="#">Shanghai-China</a>	4.0	-0.4	4.1	0.1	-0.5	<b>3.4</b>	-0.11	<b>-10.2</b>	-0.17	<b>-1.54</b>
<a href="#">Liechtenstein</a>	1.6	c	c	c	c	-0.5	c	c	c	c

Note: Values that are statistically significant are indicated in bold.

Countries/economies are ranked in descending order of the percentage of low performers in mathematics who had skipped school at least once in the two weeks prior to the PISA test.

Source: OECD, PISA 2012 Database, Tables 3.1, 3.3, 3.8, 3.12 and 3.15.

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■ Table 0.5 [Part 1/3] ■

## HOW SCHOOL CHARACTERISTICS ARE RELATED TO LOW PERFORMANCE

	Percentage of low performers in mathematics in schools where...									
	... principals report that teachers' low expectations of students hinder learning a lot or to some extent		... principals report that teacher absenteeism hinders learning a lot or to some extent		... there is ability grouping for all mathematics classes		... additional mathematics lessons are offered after school hours		... principals report that there is little or no pressure from parents for high academic standards	
	Percentage of students in these schools	Difference between students attending these schools and those where teachers' low expectations hinder learning very little or not at all	Percentage of students in these schools	Difference between students attending these schools and those where teacher absenteeism hinders learning very little or not at all	Percentage of students in these schools	Difference between students attending these schools and those where there is no ability grouping for any classes	Percentage of students in these schools	Difference between students attending these schools and those where additional mathematical lessons are not offered	Percentage of students in these schools	Difference between students attending these schools and those with constant pressure from many parents
		%		% dif.		%		% dif.		%
OECD average	30.6	<b>9.1</b>	27.6	<b>4.7</b>	26.3	<b>7.3</b>	25.4	<b>3.4</b>	28.6	<b>15.0</b>
Lithuania	47.2	<b>22.8</b>	c	c	27.1	4.3	33.1	<b>9.1</b>	26.4	5.1
France	42.3	<b>21.6</b>	28.1	6.4	25.9	7.8	21.5	-1.4	24.4	<b>14.9</b>
Chile	63.5	<b>18.7</b>	61.9	<b>14.4</b>	57.1	<b>12.9</b>	61.4	<b>14.1</b>	68.1	<b>37.5</b>
Germany	33.0	<b>16.4</b>	20.8	4.1	27.8	<b>17.7</b>	25.8	<b>12.3</b>	20.4	c
Uruguay	65.6	<b>15.6</b>	63.0	<b>20.7</b>	52.6	3.4	62.5	8.2	58.3	24.7
Belgium	33.0	<b>15.4</b>	30.2	<b>15.2</b>	28.1	<b>13.4</b>	22.7	<b>6.2</b>	23.2	<b>15.7</b>
Bulgaria	56.6	<b>15.2</b>	42.0	-2.5	38.0	1.7	50.6	<b>10.8</b>	53.1	<b>28.6</b>
Thailand	62.2	<b>14.3</b>	59.2	10.6	45.4	-8.3	71.8	<b>24.4</b>	54.5	<b>16.4</b>
Croatia	40.3	<b>14.2</b>	20.5	<b>-10.2</b>	31.9	<b>16.7</b>	48.6	<b>21.0</b>	35.1	c
Slovak Republic	39.6	<b>13.8</b>	20.2	-7.9	35.1	<b>12.7</b>	31.3	5.8	36.4	<b>22.2</b>
Greece	45.5	<b>13.7</b>	27.0	<b>-9.9</b>	44.3	11.6	34.2	-5.2	42.8	<b>19.7</b>
Qatar	81.0	<b>13.6</b>	73.7	<b>4.7</b>	70.5	<b>-7.2</b>	56.1	<b>-16.6</b>	87.2	<b>31.8</b>
Ireland	28.6	<b>13.5</b>	22.1	5.7	15.7	c	14.9	-3.1	32.7	<b>23.5</b>
Malaysia	63.2	<b>13.5</b>	59.2	8.6	52.3	20.1	35.7	<b>-17.6</b>	57.7	<b>28.0</b>
New Zealand	33.4	<b>13.4</b>	30.7	<b>9.5</b>	23.2	c	28.1	7.0	28.9	<b>15.3</b>
Costa Rica	70.1	<b>12.9</b>	63.8	5.5	56.2	-4.5	56.7	-6.1	62.3	<b>17.8</b>
United States	36.2	<b>12.8</b>	33.5	8.9	22.7	-8.4	23.7	-2.9	32.8	<b>15.5</b>
United Arab Emirates	56.0	<b>12.5</b>	58.5	<b>15.5</b>	45.2	-0.8	51.4	<b>8.5</b>	53.1	<b>19.3</b>
Turkey	50.2	<b>12.4</b>	36.0	-6.4	47.4	<b>19.7</b>	43.6	3.4	46.7	<b>32.0</b>
Indonesia	87.4	<b>12.3</b>	84.4	8.7	79.2	1.7	86.6	<b>14.6</b>	72.9	-2.4
Argentina	76.5	<b>11.9</b>	73.8	<b>13.9</b>	73.1	10.7	57.7	<b>-15.2</b>	69.1	11.4
Austria	28.4	<b>11.5</b>	20.9	3.0	43.8	<b>33.1</b>	20.0	3.2	20.5	c

Note: Values that are statistically significant are indicated in bold.

Countries/economies are ranked in descending order of the difference in the percentage of low performers in mathematics in schools where teachers' low expectations hinder learning a lot or to some extent and schools where teachers' low expectations hinder learning very little or not at all.

Source: OECD, PISA 2012 Database, Tables 4.6, 4.8, 4.14, 4.16 and 4.20.

StatLink  <http://dx.doi.org/10.1787/888933315975>



■ Table 0.5 [Part 2/3] ■

## HOW SCHOOL CHARACTERISTICS ARE RELATED TO LOW PERFORMANCE

	Percentage of low performers in mathematics in schools where...									
	... principals report that teachers' low expectations of students hinder learning a lot or to some extent		... principals report that teacher absenteeism hinders learning a lot or to some extent		... there is ability grouping for all mathematics classes		... additional mathematics lessons are offered after school hours		... principals report that there is little or no pressure from parents for high academic standards	
	Percentage of students in these schools	Difference between students attending these schools and those where teachers' low expectations hinder learning very little or not at all	Percentage of students in these schools	Difference between students attending these schools and those where teacher absenteeism hinders learning very little or not at all	Percentage of students in these schools	Difference between students attending these schools and those where there is no ability grouping for any classes	Percentage of students in these schools	Difference between students attending these schools and those where additional mathematical lessons are not offered	Percentage of students in these schools	Difference between students attending these schools and those with constant pressure from many parents
		%		% dif.		%		% dif.		%
OECD average	30.6	<b>9.1</b>	27.6	<b>4.7</b>	26.3	<b>7.3</b>	25.4	<b>3.4</b>	28.6	<b>15.0</b>
United Kingdom	32.4	11.3	31.0	<b>11.2</b>	21.3	c	11.3	<b>-11.2</b>	31.7	17.5
Italy	32.3	<b>11.1</b>	30.8	8.1	31.0	<b>10.8</b>	31.2	8.1	33.1	<b>23.0</b>
Australia	28.6	<b>11.1</b>	27.0	<b>8.3</b>	18.8	2.3	21.6	<b>3.1</b>	30.2	<b>16.7</b>
Israel	41.6	11.0	37.9	6.6	29.7	5.1	35.2	1.4	44.3	<b>27.0</b>
Montenegro	64.7	<b>10.3</b>	c	c	57.2	<b>22.0</b>	59.6	3.6	56.9	c
Brazil	74.5	<b>10.3</b>	72.9	<b>6.9</b>	65.1	3.8	74.1	<b>10.9</b>	70.7	<b>20.6</b>
Serbia	46.3	10.1	37.5	-1.6	38.9	10.4	56.3	<b>18.5</b>	47.6	<b>28.7</b>
Czech Republic	30.5	10.0	22.9	2.0	32.8	<b>14.8</b>	22.0	1.1	26.7	<b>15.6</b>
Peru	82.5	<b>10.0</b>	82.1	<b>9.0</b>	71.9	-1.3	79.4	<b>10.7</b>	78.3	<b>14.9</b>
Portugal	32.4	8.3	50.0	<b>25.1</b>	28.3	<b>13.1</b>	28.4	3.1	33.5	<b>20.0</b>
Hungary	35.8	8.3	c	c	30.7	1.4	41.2	<b>15.7</b>	44.3	<b>35.5</b>
Jordan	73.1	<b>8.2</b>	72.6	<b>8.1</b>	68.9	8.5	71.8	4.5	70.3	9.1
Japan	17.5	<b>8.0</b>	c	c	12.5	3.4	15.6	6.2	16.8	c
Norway	28.3	<b>7.9</b>	21.3	-0.6	22.9	1.5	22.6	2.0	25.5	<b>10.5</b>
Poland	21.5	7.4	17.5	3.6	13.7	-1.5	15.2	0.9	15.5	<b>5.0</b>
Spain	29.1	<b>7.3</b>	29.8	<b>6.7</b>	25.1	5.9	22.7	-2.2	25.7	<b>11.7</b>
Korea	14.1	<b>7.1</b>	c	c	7.0	<b>-9.5</b>	17.4	<b>9.0</b>	14.6	c
Switzerland	18.8	6.7	16.6	4.4	15.0	<b>13.3</b>	12.3	0.0	9.2	-2.4
Mexico	59.1	<b>6.0</b>	61.7	<b>8.5</b>	55.4	<b>5.9</b>	65.4	<b>17.9</b>	54.9	<b>6.1</b>
Denmark	22.1	5.4	22.5	6.2	16.2	0.9	16.3	-1.8	18.8	<b>6.8</b>
Canada	18.2	4.7	12.5	-1.4	13.7	-1.2	15.0	1.6	19.4	<b>10.2</b>
Estonia	14.8	4.6	17.0	<b>7.1</b>	11.6	0.8	10.2	0.0	10.8	0.8

Note: Values that are statistically significant are indicated in bold.

Countries/economies are ranked in descending order of the difference in the percentage of low performers in mathematics in schools where teachers' low expectations hinder learning a lot or to some extent and schools where teachers' low expectations hinder learning very little or not at all.

Source: OECD, PISA 2012 Database, Tables 4.6, 4.8, 4.14, 4.16 and 4.20.


StatLink  <http://dx.doi.org/10.1787/888933315975>

Table 0.5 [Part 3/3]

## HOW SCHOOL CHARACTERISTICS ARE RELATED TO LOW PERFORMANCE

	Percentage of low performers in mathematics in schools where...									
	... principals report that teachers' low expectations of students hinder learning a lot or to some extent		... principals report that teacher absenteeism hinders learning a lot or to some extent		... there is ability grouping for all mathematics classes		... additional mathematics lessons are offered after school hours		... principals report that there is little or no pressure from parents for high academic standards	
	Percentage of students in these schools	Difference between students attending these schools and those where teachers' low expectations hinder learning very little or not at all	Percentage of students in these schools	Difference between students attending these schools and those where teacher absenteeism hinders learning very little or not at all	Percentage of students in these schools	Difference between students attending these schools and those where there is no ability grouping for any classes	Percentage of students in these schools	Difference between students attending these schools and those where additional mathematical lessons are not offered	Percentage of students in these schools	Difference between students attending these schools and those with constant pressure from many parents
		%		% dif.		%		% dif.		%
OECD average	30.6	<b>9.1</b>	27.6	<b>4.7</b>	26.3	<b>7.3</b>	25.4	<b>3.4</b>	28.6	<b>15.0</b>
Colombia	77.4	4.5	77.5	4.2	67.7	-11.2	77.1	<b>9.9</b>	74.1	1.3
Singapore	12.4	<b>4.4</b>	14.5	<b>6.5</b>	8.5	c	7.4	-0.9	15.0	<b>9.1</b>
Finland	15.8	3.6	9.7	<b>-3.0</b>	14.4	3.6	11.8	-0.8	12.7	<b>5.3</b>
Hong Kong-China	10.8	3.5	15.6	7.9	c	c	c	c	5.0	c
Russian Federation	26.5	3.3	25.4	1.7	22.4	-1.3	25.6	1.6	26.5	<b>8.6</b>
Slovenia	21.6	3.2	18.2	-0.7	27.2	7.2	26.9	<b>9.9</b>	24.1	<b>14.0</b>
Sweden	29.0	2.5	28.6	2.0	26.4	-4.1	26.1	-1.2	30.0	7.0
Albania	62.2	2.0	56.8	-4.2	60.6	c	62.0	1.6	62.9	3.6
Chinese Taipei	14.3	1.9	20.9	<b>8.9</b>	15.4	2.1	17.5	5.5	19.5	<b>11.9</b>
Latvia	20.8	0.9	17.0	-3.2	20.6	1.9	24.9	<b>6.5</b>	20.1	c
Shanghai-China	3.9	0.3	4.5	1.1	3.4	c	5.5	<b>3.5</b>	4.8	c
Tunisia	69.0	-0.3	67.9	-2.5	71.2	7.5	75.4	9.8	71.3	<b>20.5</b>
Kazakhstan	44.9	-1.1	47.3	3.2	41.1	11.1	41.1	-4.6	48.7	<b>14.8</b>
Macao-China	9.4	<b>-1.8</b>	17.1	<b>7.5</b>	21.1	<b>13.9</b>	c	c	10.3	c
Netherlands	14.0	-2.8	15.5	-1.0	17.9	<b>15.9</b>	19.5	6.8	27.8	<b>22.5</b>
Romania	36.5	-4.8	35.6	-5.6	41.2	1.1	45.5	6.0	39.2	9.7
Iceland	17.3	-4.8	25.7	<b>4.6</b>	22.6	2.8	22.6	2.6	24.2	3.5
Viet Nam	9.8	-5.7	c	c	13.7	-16.5	c	c	25.5	<b>17.3</b>
Luxembourg	c	c	c	c	27.7	<b>14.5</b>	c	c	20.1	<b>-3.3</b>
Liechtenstein	c	c	c	c	c	c	c	c	c	c

Note: Values that are statistically significant are indicated in bold.

Countries/economies are ranked in descending order of the difference in the percentage of low performers in mathematics in schools where teachers' low expectations hinder learning a lot or to some extent and schools where teachers' low expectations hinder learning very little or not at all.

Source: OECD, PISA 2012 Database, Tables 4.6, 4.8, 4.14, 4.16 and 4.20.

StatLink  <http://dx.doi.org/10.1787/888933315975>



■ Table 0.6 ■

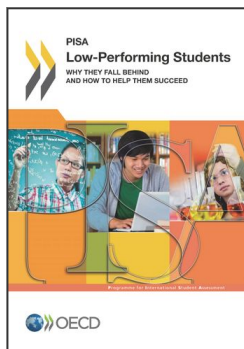
## HOW THE CHARACTERISTICS OF EDUCATION SYSTEMS ARE RELATED TO LOW PERFORMANCE COUNTRY-LEVEL CORRELATIONS

Pearson correlation coefficients	Percentage of low performers in mathematics	Percentage of top performers in mathematics
Socio-economic inclusion index	<b>-0.52</b>	<b>0.29</b>
Index of quality of physical infrastructure	<b>-0.50</b>	<b>0.32</b>
Index of quality of educational resources	<b>-0.65</b>	<b>0.61</b>
Index of teacher shortage	0.24	0.00
Size of language-of-instruction class	0.21	0.19
Equity in resource allocation	<b>-0.60</b>	<b>0.32</b>
Index of school responsibility for resource allocation	-0.15	0.08
Index of school responsibility for curriculum and assessment	<b>-0.36</b>	<b>0.35</b>
Percentage of students enrolled in public schools	0.09	-0.23
Percentage of students enrolled in private government-dependent schools	-0.24	<b>0.25</b>
Percentage of students enrolled in private government-independent schools	<b>0.30</b>	0.00
School competition	-0.05	0.24
School accountability	-0.03	-0.16
Index of vertical stratification	<b>0.41</b>	-0.16
Index of horizontal between-school stratification	0.01	0.10
Index of horizontal within-school stratification	<b>0.26</b>	-0.21

Note: Values that are statistically significant are indicated in bold.

Source: OECD, PISA 2012 Database, Tables 5.1, 5.2 and 5.3.

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