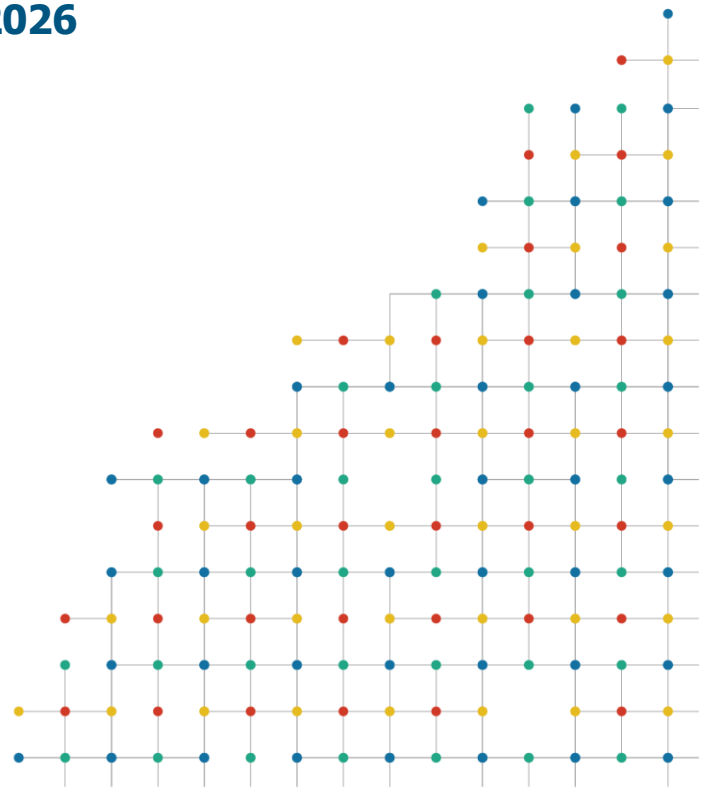
PISA for Schools

European Schools

2026





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Foreword



Teachers and educational leaders need meaningful and reliable information to assess how well their students are prepared for life and work. Many administrators evaluate student learning based upon local or countrywide expectations. In a global economy, however, the benchmark for educational success is no longer national standards alone, but those set by the world's best performing schools and education systems.

Over the past 20 years, the OECD Programme for International Student Assessment (PISA) has evaluated the quality, equity and efficiency of school systems in over 80 countries and economies that, together, comprise nine-tenths of the world economy. Through PISA, schools and countries can learn from each other. Those education systems that have been able to secure strong and equitable learning outcomes and mobilise rapid improvements show others what is possible.

Similar to the international PISA assessment, **PISA for Schools** measures 15-year-old students' knowledge and competencies in Reading, Mathematics and Science. It also assesses their attitudes towards learning and school and the learning environments of the schools themselves. Importantly, these assessments measure not just whether students can reproduce what they have learned, but how well students can extrapolate from what they know and apply their knowledge creatively in novel contexts. The **PISA for Schools** is a unique tool designed for individual schools to compare students' learning outcomes and benchmark them globally in innovative ways.

This report provides results from the **PISA for Schools** for the **European Schools.** But data is only the first step to deeper understanding and is only useful if it paves the way to action. You also have the opportunity to exchange with and learn from the strategies, policies and practices of other participating schools around the world who share your commitment to peer-learning, critical reflection and school improvement. The OECD stands ready to support all those involved in delivering better policies for better schools and better lives.



Andreas Schleicher
Director, Directorate for Education and Skills
Special Advisor on Education Policy to the Secretary-General
OECD

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Strategic guidance and oversight of the project were provided by Andreas Beckmann, Secretary-General of the European Schools, and Károly Pála, Executive Coordinator. Project coordination was carried out by Dora Pajor-Gyulai, with administrative support provided by Barbara Fussi.

The Office of the Secretary-General would also like to express its gratitude to the participating schools, their designated PISA for European Schools coordinators, managements, teachers, students and parents for their valuable contribution to the successful implementation of the project.

This digital assessment is provided by ETS Educational Testing Service which serves as the International Platform Provider for the **PISA for Schools**, in partnership with the OECD.

Strategic guidance and oversight of the **PISA for Schools** project is provided by Andreas Schleicher and Yuri Belfali with Tanja Vujičić.

This report was prepared by Sara Ratner, Tanja Vujičić, Tomoya Okubo, Begench Yazov, Natalia Rubio, Vanessa Denis, and Michele Giannotti with administrative support from Krithika Iyer.



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Note from European Schools on EU27 as the Choice of Reference Benchmark

The European Schools form a single educational system governed by a common educational policy and bring together students, first and foremost, from the 27 Member States of the European Union, as well as from other countries. Given this unique context, the EU27 provides the most relevant benchmark for interpreting school performance. The EU27 benchmark is based on schools in the 27 EU Member States participating in PISA 2025: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, the Slovak Republic, Slovenia, Spain, and Sweden.

Your PISA for Schools Report

Thank you for participating in this administration of **PISA for Schools**. We hope that you will find the results and data analysis which follows useful.

European Schools

Testing window: 26 February 2026- 10 March 2026
Average age of students tested: 15.68
Number of students tested: 3516

Administered by: Office of the Secretary-General of the European Schools

By participating in **PISA for Schools** you can benchmark the **European School's** success against internationally agreed standards drawn from PISA. This will provide valuable insights to help inform and shape European Schools' strategic planning.

In addition to providing the results of the European Schools' assessment, the **PISA for Schools** school report is designed to be educational. It aims to support educators and school leaders as they engage with comparative data to drive school improvement. Throughout the report you will find hyperlinks for further clarification and elaboration on the data. In addition to these, you can find an explanation for any underlined words in the **PISA for Schools** Report Glossary. This will help clarify your understanding of the data as you engage with the report.

To begin, let's review the executive summary of how European Schools performed in comparison to EU27 and the OECD average, based on the PISA results from 2025.

The **PISA for Schools** provide this comparison, as performance is reported on the same scale, with a mean score of 500 and a standard deviation of 100 across OECD participating countries. Specifically, data from OECD countries in 2006 for science, 2009 for reading, and 2012 for mathematics are used as population benchmarks. The comparative statements provided describe results that are statistically significant at a 95% confidence level.

Reader's Guide to the School Report, 5. What are the key statistical concepts used in the School Report?



1. Executive summary

1.1. European Schools' Infographics

Your Participation

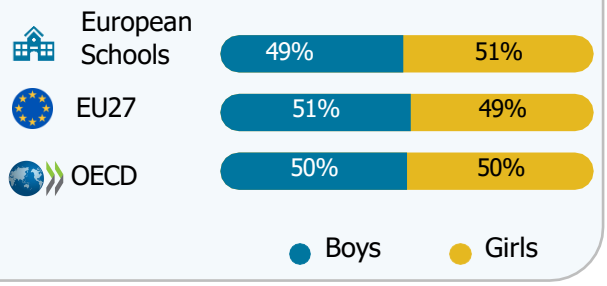
Student Sample

3516 students

European Schools

EU27 200491 OECD 315314

Gender Representation



Average Age

European Schools	**15.68**
EU27	**15.77**
OECD	**15.77**

Average Socio-Cultural Index

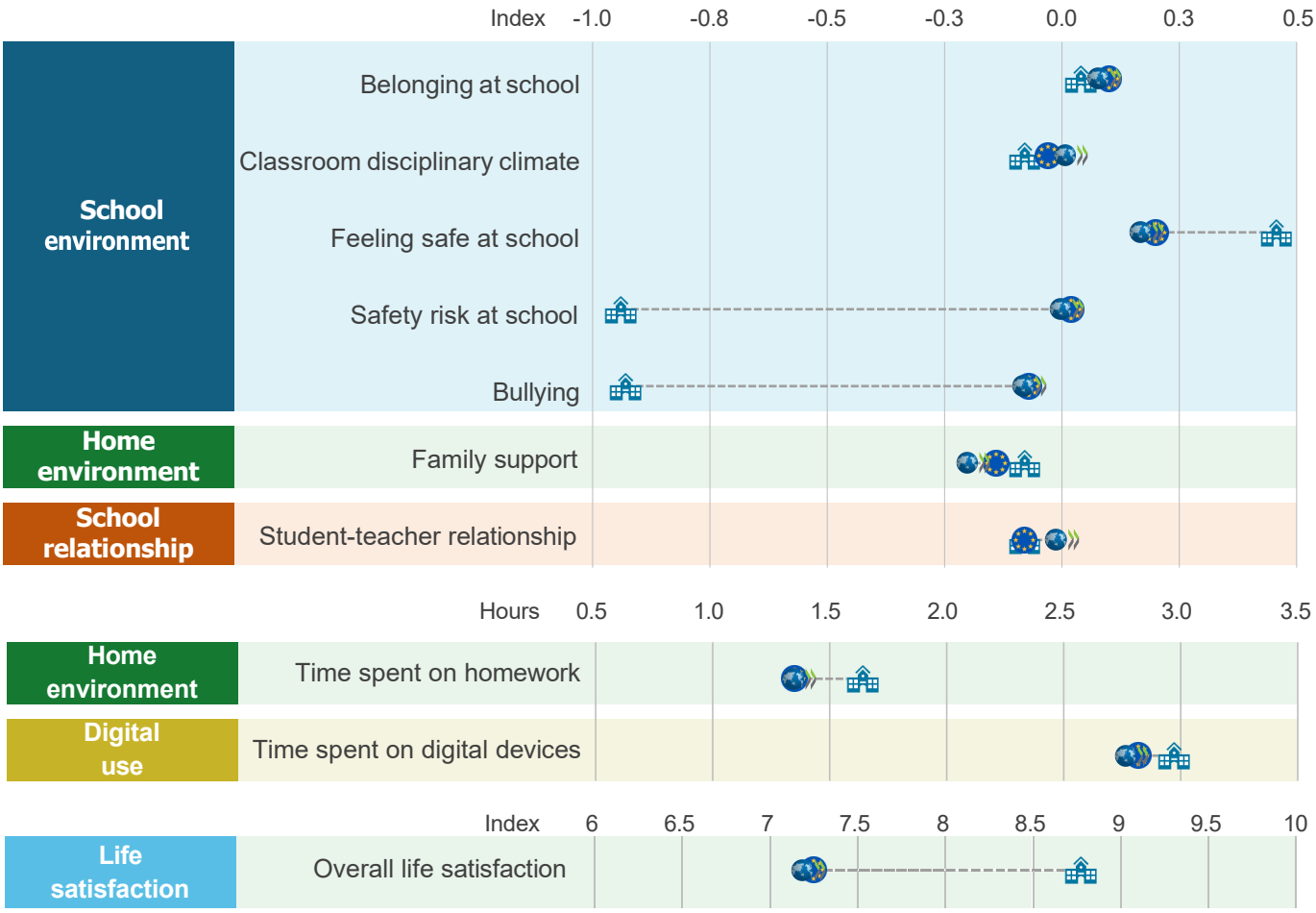
European Schools	**0.68**
EU27	**0.01**
OECD	**0.01**

Your Performance

	Reading	Mathematics	Science
Average Performance of European Schools	**493**	**516**	**497**
	which is **higher than**	which is **higher than**	which is **higher than**
	EU27: 454	**EU27: 462**	**EU27: 478**
	which is **higher than**	which is **higher than**	which is **higher than**
	OECD: 461	**OECD: 463**	**OECD: 482**

Gender Difference in Performance	Reading	Mathematics	Science
European Schools	16 points (485 – 501)	18 points (507 – 525)	5 points (494 – 499)
EU27	35 points (437 – 472)	9 points (458 – 467)	6 points (475 – 481)
OECD	30 points (446 – 476)	14 points (456 – 470)	2 points (481 – 483)

Your Students' Voice



1.2. European Schools Results

Figure 1. Participation Summary

Student Participation Details	European Schools	EU27	OECD
Students tested	3516	200491	315314
Average age of tested students	15.7	15.8	15.8
Share of boys among tested students	49.1%	50.7%	50.2%
Share of girls among tested students	50.9%	49.3%	49.8%

For more details, please refer to section 2.1.

Figure 2. Socio-economic Context

	European Schools	EU27	OECD
Average Social and Cultural Status	0.68	0.01	0.01

For more details, please refer to section 3.7.

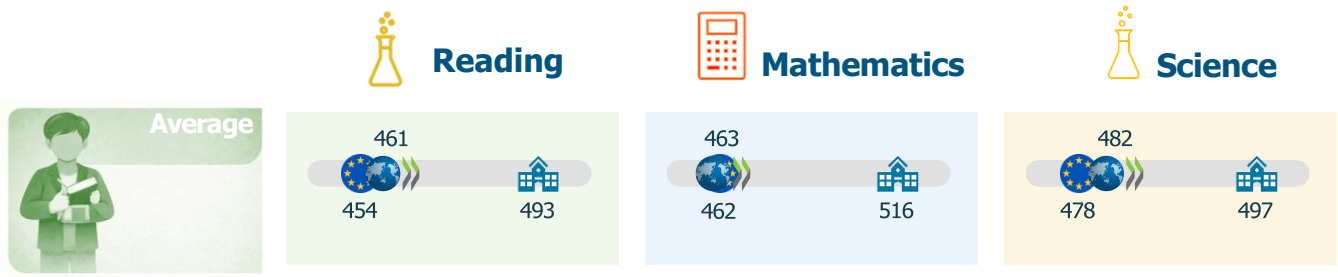
Socio-economic status is a broad concept that summarises many different aspects of a student, school, or school system. In PISA and in the **PISA for Schools** Test, the students' socio-economic status is estimated by the PISA index of economic, social, and cultural status (ESCS). This index is derived from several variables related to the students' family background: parents' education, parents' occupation, a number of home possessions that can be taken as proxies for material wealth, and the number of books and other educational resources available in their home. The index scores are scaled such that the OECD average is 0.0. A value of one represents one standard deviation away from the average.

1.3. European Schools' Performance

PISA for Schools assesses student proficiency across three cognitive domains: Reading, Mathematics, and Science. European Schools' comparative performance is shown in Figure 3.

Comparative Performance: Cognitive Skills

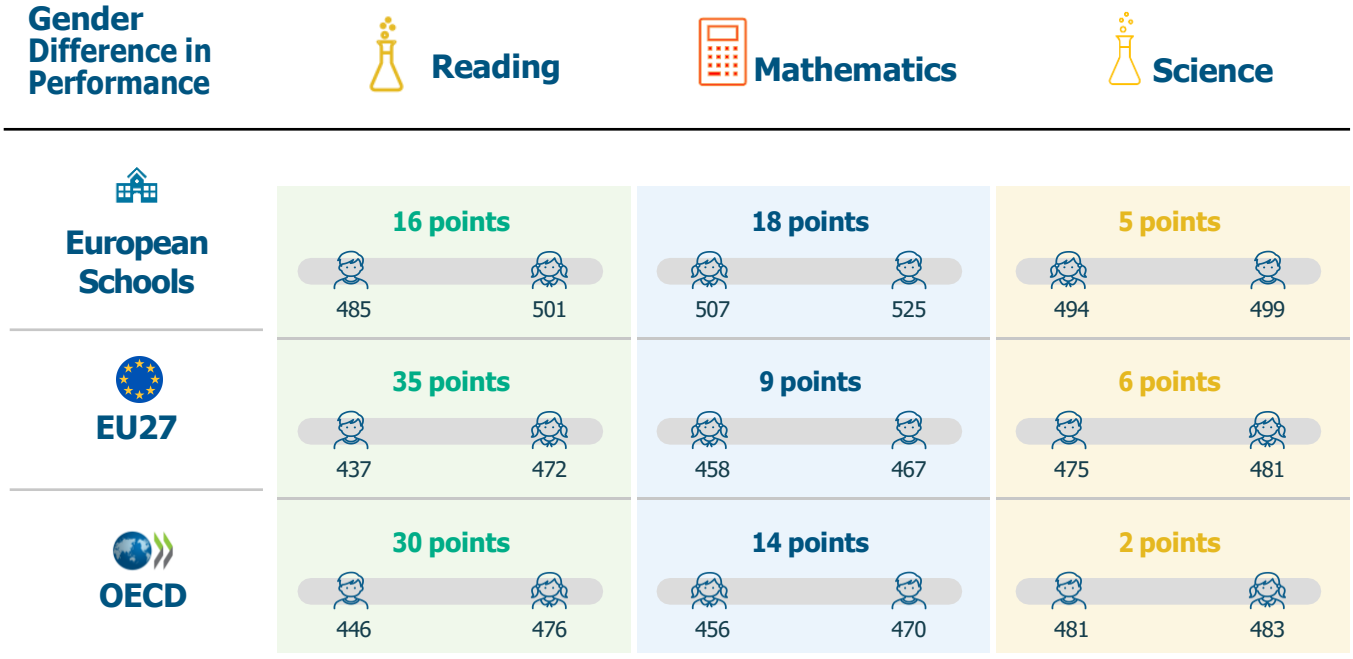
Figure 3. European Schools' Performance



For more details, please refer to Section 3.

The cognitive items of **PISA for Schools** are designed to assess 15-year-olds' ability to apply knowledge and skills in Reading, Mathematics, and Science in real-life situations. These items emphasize problem-solving, critical thinking, and the capacity to analyze, reason, and communicate effectively in contexts that go beyond memorization of curriculum content.

Figure 4. Difference in Performance by Gender



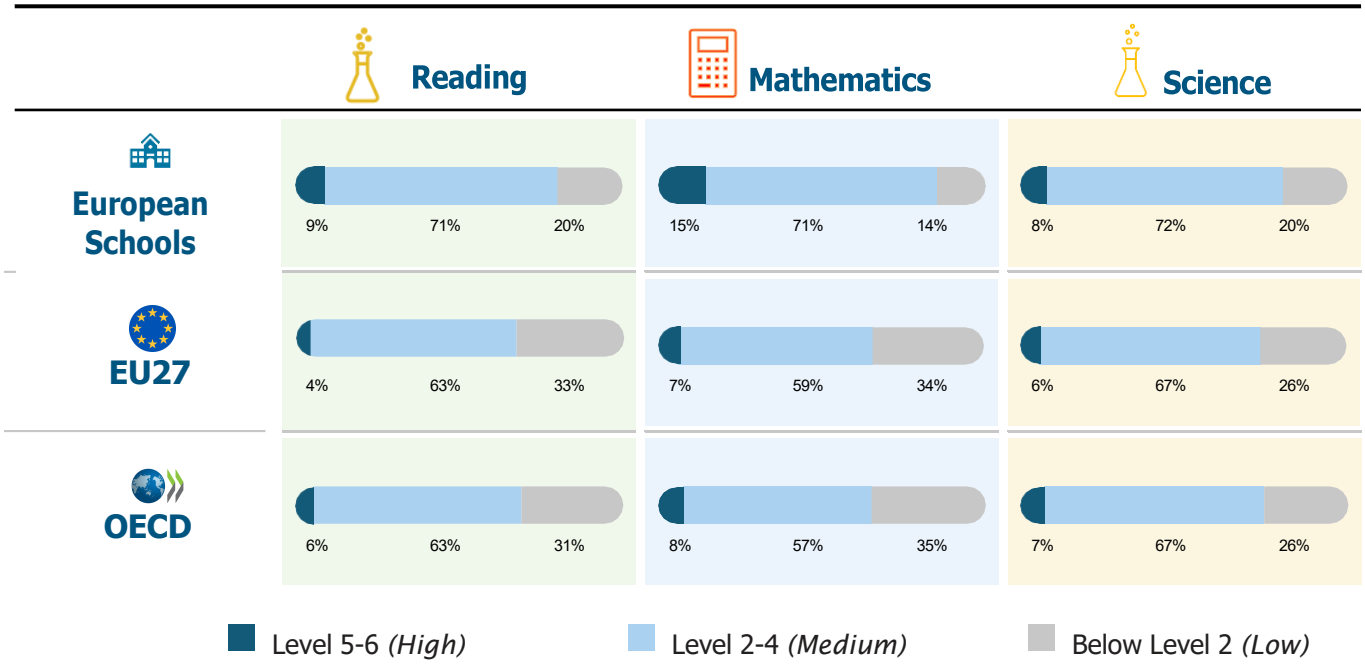
For more details, please refer to Section 3.6.

Gender differences in **PISA for Schools** reflect performance gaps between boys and girls at European Schools level. It also provides a comparison at the country level (referring to PISA results) with girls generally outperforming boys in reading and boys in mathematics, while science shows smaller gaps. These comparisons can be made at OECD levels, highlighting consistent trends and regional variations.

PISA Proficiency Levels in European Schools

PISA for Schools evaluates the results in three categories: *Low*, *Medium*, *High* as follows:

Figure 5. European Schools and PISA Proficiency Levels.

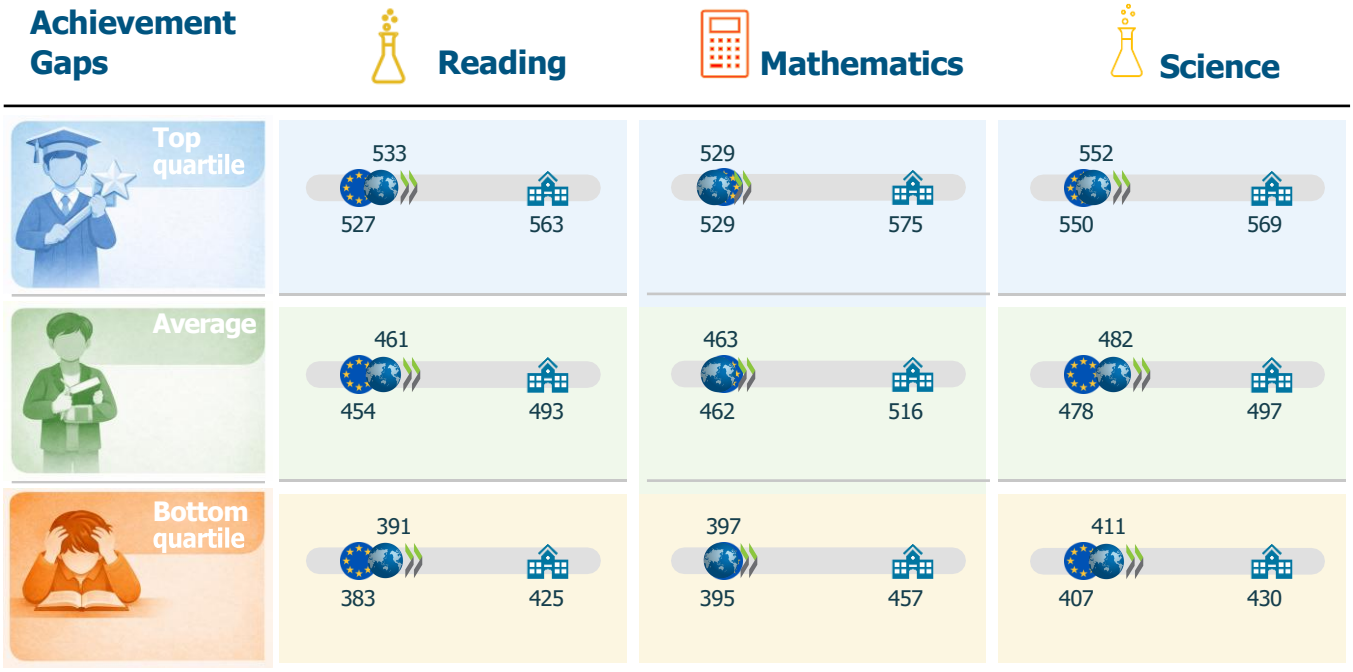


For more details, please refer to Section 3.5

The school report aggregates the students into three groups: students who reach the top levels (corresponding to PISA Levels 5 and 6) are students who may be becoming highly skilled knowledge workers of tomorrow; students who perform at the intermediate levels (corresponding to PISA Levels 2, 3, and 4) are able to demonstrate skills and competencies that will allow them to participate productively in life as they continue their studies and enter the labour force; and students who perform below baseline PISA Level 2 and who are at risk of poor educational and labour-market outcomes.

The Achievement Gap

Figure 6. European Schools' Highest and Lowest Performing Students



For more details, please refer to Section 3.7

Measuring the performance gap quantifies the difference in achievement between the highest and lowest-performing students. **PISA for Schools** compares top performers (first quartile) to low performers (third quartile) and average proficiency levels. A wide gap highlights educational inequalities.

1.4. Student-reported Insights

Figure 7. Insights from Your Students

Home Environment



Family Support

The average family support at European Schools is **-0.08**, compared to the EU27 average of **-0.14** and the OECD average of **-0.19**.

Family support shows the level of parental involvement and encouragement in students' learning, fostering positive attitudes and contributing to their academic achievement (PISA, 2018).



Time spent on homework

The average time spent on homework at European Schools is **1.64**, compared to the EU27 average of **1.35** and the OECD average of **1.37** hours.

Time spent on homework shows the number of hours students report dedicating to completing assignments or studying outside of school hours, reflecting their engagement in independent learning activities.

School Environment



Belonging at school

The average feeling of students' belonging at European Schools is **0.04**, compared to the EU27 average of **0.10** and the OECD average of **0.09**.

Belonging at school shows the level of students' sense of being accepted, valued, and supported by their peers and teachers, contributing to their overall well-being and engagement in the school environment.



Classroom disciplinary climate

The average classroom disciplinary climate at European Schools is **-0.08**, compared to the EU27 average of **-0.03** and the OECD average of **0.02**.

Classroom disciplinary climate shows the level of students perceive their classrooms as orderly and well-managed, with minimal disruptions and effective teacher control over student behaviour, which supports a productive learning atmosphere.



Feeling safe at school

The average feeling of safety among students at European Schools is **0.47**, compared to the EU27 average of **0.20** and the OECD average of **0.18**.

Feeling safe at school shows the level students' perception of being protected from physical and emotional harm, including bullying or violence, which contributes to their overall well-being and ability to focus on learning.



School safety risks

The average level of safety risk at European Schools is **-0.94**, compared to the EU27 average of **0.02** and the OECD average of **0.01**.

School safety risks show the level of potential threats or hazards within the school environment that may affect students' physical or emotional well-being, such as bullying, violence, or unsafe physical conditions.



Bullying

The average level of bullying at European Schools is **-0.93**, compared to the EU27 average of **-0.07** and the OECD average of **-0.07**.

Bullying shows the level of repeated negative actions or behaviours directed at a student by one or more peers, which can include physical violence, verbal abuse, or social exclusion, leading to emotional or psychological harm.

Student Engagement

Student-teacher relationship	The average student-teacher relationship at European Schools is **-0.08**, compared to the EU27 average of **-0.08** and the OECD average of **0.00**.	Student-teacher relationship shows the degree of mutual respect, trust, and support between students and their teachers, which influences students' engagement, motivation, and overall academic performance.
Growth Mindset	The average growth mindset of students at European Schools is **0.29**, compared to the EU27 average of **-0.06** and the OECD average of **0.02**.	A growth mindset reflects the collective belief that abilities can be developed through effort, effective strategies, and support, fostering resilience, motivation, and improved academic outcomes among students.

Digital Device Usage

Time spent on digital devices	The average time spent on digital devices at European Schools is **2.97** hours, compared to the EU27 average of **2.82** hours and the OECD average of **2.79** hours.	There is much debate at present about the access to and time young people are spending on digital devices. Schools grappling with such debate may find this student response particularly relevant. Time spent on digital devices shows the amount of time students engage with electronic devices, such as computers, smartphones, and tablets, for purposes other than school-related activities, including social interaction, entertainment, and leisure.

Overall Life Satisfaction

Overall life satisfaction	The average of overall life satisfaction of students at European Schools is **8.77**, compared to the EU27 average of **7.25** and the OECD average of **7.22**.	Overall life satisfaction shows the level of students' general assessment of their life, reflecting their sense of well-being and contentment with various aspects of their life, such as relationships, school, and personal achievements.



2. Introduction

2.1. European Schools' Participation

Here is a short summary of the European Schools' participation in **PISA for Schools**, including both sample characteristics and information about the logistics of your participation.

The accompanying **PISA for Schools Reader's Guide** provides additional information about the eligibility of schools to participate in **PISA for Schools** and the sampling procedures that are used to select both schools and students.

Participation

Figure 8. Participation Summary

Your Participation	European Schools	EU27	OECD
Students tested	3516	200491	315314
Average age of tested students	15.68	15.77	15.77
Share of boys among tested students	49.05	50.67	50.22
Share of girls among tested students	50.87	49.33	49.78

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

Focusing on data analysis at the school level involves working with relatively small numbers of students compared to large-scale data sets. As a consequence, in some cases a sub-group of students being analysed may consist of only a handful of individuals (e.g. a small number of boys in a school that is mainly attended by girls). In such instances, we recommend using caution in drawing any conclusions when looking at these results for sub-groups, as their estimates will be based on only a few cases.

Please also note that, as in PISA, **PISA for Schools** asks students to self-identify as male or female. Therefore, your results may not directly reflect your enrolment data.

2.2. About European Schools Report

While PISA provides national-level results, **PISA for Schools** is specifically designed to deliver actionable insights at the school level, focusing on school improvement and international benchmarking.

As the European Schools have now participated in **PISA for Schools**, you have access to internationally comparable data on your student's performance, along with valuable information about their learning environments and attitudes. Additionally, the **PISA for Schools** provides insights into students' social and emotional skills, which are increasingly recognised as essential for students to adapt and thrive in a rapidly evolving global landscape.

Since both PISA and **PISA for Schools** are built upon the same framework, their results are directly comparable. This enables European Schools to benchmark its performance against national education systems worldwide, providing a clear picture of how well-prepared your students are for participation in a globalised society.

As you read the report, there are a few important things to note.

1. Focusing the analysis at the school level necessarily implies working with relatively small numbers of students. As a consequence, in some cases, a sub-group of students being analysed may consist of only a handful of people (e.g. boys in a school that is mainly attended by girls). In these instances, we recommend caution in drawing any conclusion when looking at these results for sub-groups, as their estimates will be based on only a few cases.
2. This report shows only point estimates for values concerning EU27 and the OECD. While these scores are also subject to a certain degree of uncertainty, this has been omitted from the visual representation of the data given that they are being used in this report as benchmarks. Nonetheless, all significance tests used for data presented in this school report fully account for their inherent uncertainty.

The accompanying Reader's Guide (also available on the **PISA for Schools website**) represents a useful toolkit to better understand European Schools' results. Throughout the report, links are provided to gain additional insights based on OECD and PISA evidence.

PISA for Schools team at the OECD also offers workshops to help schools better understand and utilise the data from their school report. Additionally, you may wish to showcase your use of the outputs in a case study of best practices for publication on our website.

2.3 Understanding the European Schools' results

In interpreting the average results in reading and science in the following chapters, it is important to bear in mind the unique testing conditions in the European Schools. The European Schools administered the PBTS in three different languages: English, French and German. In each of the three test languages, there were students for whom administrative data indicated the test was in their first language (L1) and students for whom the test was in their first foreign language, which is also commonly referred to as a second language (L2), even when a student speaks more than two languages. Test languages were assigned to students. The goal was to ensure as much balance as possible between L1 and L2 students in each school in order to obtain reliable statistics for the aggregated results. This requirement is important to ensure the reliability of the analysis.

The table below shows how many valid student responses were recorded for each test language, by whether students belonged to the L1 or L2 language group. The largest group consisted of students taking the test in English as an L2. The largest L1 group was French-speaking students.

Number of students by language and language group

Language	L1	L2	Total
German	412	246	658
English	464	1196	1160
French	811	387	1198
Total	1687	1829	3516

One necessary condition for ensuring that a test question is valid is that it is equivalently difficult for all students of the same ability level, regardless of the language in which the question is presented and regardless of any personal attributes of the test-taker other than their ability in the domain of interest.

To ensure the items had stable difficulties when attempted by L1 and L2 students, and by students taking the test in each of the three languages, psychometric analyses were carried out. Test questions that showed instability in their difficulties were accounted for in the calculation of student-level scores, making it possible to report scores on the PISA international scale without bias due to language or language background. However, even though the test questions are equally difficult for L1 and L2 students of the same proficiency level, students' proficiency in the language of the test is still likely to affect their performance in domains that rely heavily on language.

The essential point to note when reading all of the reported average scores in this report for Reading, Mathematics and Science is that the scores accurately represent the average proficiency of 15-year-old students in the European Schools in the language of the test. Had the L2 students been tested in their L1 in Reading and Science, the average proficiency scores may well have been different for that group, probably higher, and the average scores for the European Schools in Reading and Science would likewise have been higher. In Mathematics, this is not the case, as Chapter 5 shows that L1 and L2 students performed similarly, indicating that language proficiency was not a factor affecting performance on the test.

2.4 The Benefits for Participating Schools

Schools commonly report these benefits from participating in **PISA for Schools**:

Global benchmarking using the PISA scale	Gain school-level insights using an international, gold-standard assessment	Support strategic planning for school improvement
Supports an evidence-based approach to improving teaching and learning in the school	Compare yourself to the top performing school systems in the world	Insights into the well-being of your students in addition to their cognitive skills
Better understand gender equity in European Schools	Gain insights into the challenges faced by low-performing students and plan for interventions	Connect with other school leaders and educators in PISA for Schools online, multilingual forum

Visit the **PISA for Schools website** to explore case studies demonstrating how other schools use their report data to inform school improvement.

What is important for citizens to know and be able to do?

In response to that question and to the need for internationally comparable evidence on student performance, the Organisation for Economic Co-operation and Development (OECD) launched the triennial survey of 15-year-old students around the world known as the OECD Programme for International Student Assessment, or PISA.

PISA assesses the extent to which 15-year-old students have acquired key knowledge and skills that are essential for full participation in modern societies. In each round of PISA, one of the three core domains is tested in detail.

PISA results reveal what is possible in education by showing what students in the highest-performing and most rapidly improving education systems can do. The findings allow policymakers around the world to gauge the knowledge and skills of students in their own countries and in their schools in comparison with those in other countries.

Find out more about PISA **here**.



3. Cognitive Skills

3.1. Analysing Student Performance

PISA for Schools is a competency-based assessment. Rather than testing curriculum content, **PISA for Schools** assesses your students' ability to apply their knowledge and understanding to real-world scenarios. Thus, showing how competent your students are at translating school-based learning into the real world.

Are the students we tested at the European Schools prepared to face the challenges that the future holds? Can they analyse, reason and communicate their ideas effectively? Have they developed the competencies, skills and knowledge that are essential in order to successfully participate in modern society?

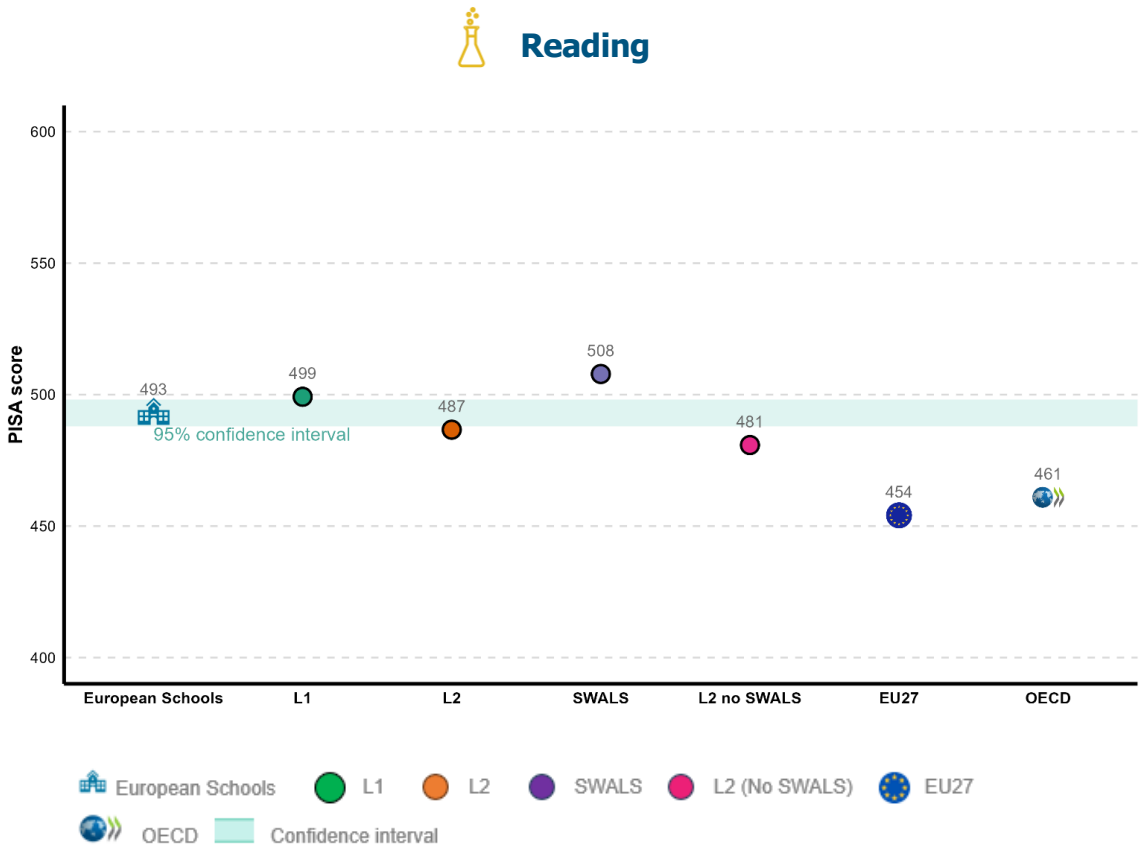
This section provides an overview of the European Schools' performance on **PISA for Schools.** It focuses on the performance of different groups of students in European Schools and their competencies in each domain: Reading, Mathematics, and Science.

Each figure shows the European Schools' performance compared to EU27 average and the OECD average. Are your students performing as you would have expected? How do they compare to other students in EU27?

Figures 9, 10, 11 display the results of the European Schools in Reading, Mathematics and Science alongside the averages for the L1, L2, SWALS, and L2 non-SWALS groups, as well as the EU27 and OECD averages. The figure shows the European Schools' average score and its associated 95% confidence interval. If the score of any comparison group falls outside this confidence interval, the difference between that group's average score and the European Schools' average score can be considered statistically significant at the 95% confidence level.



Figure 9. Performance in Reading

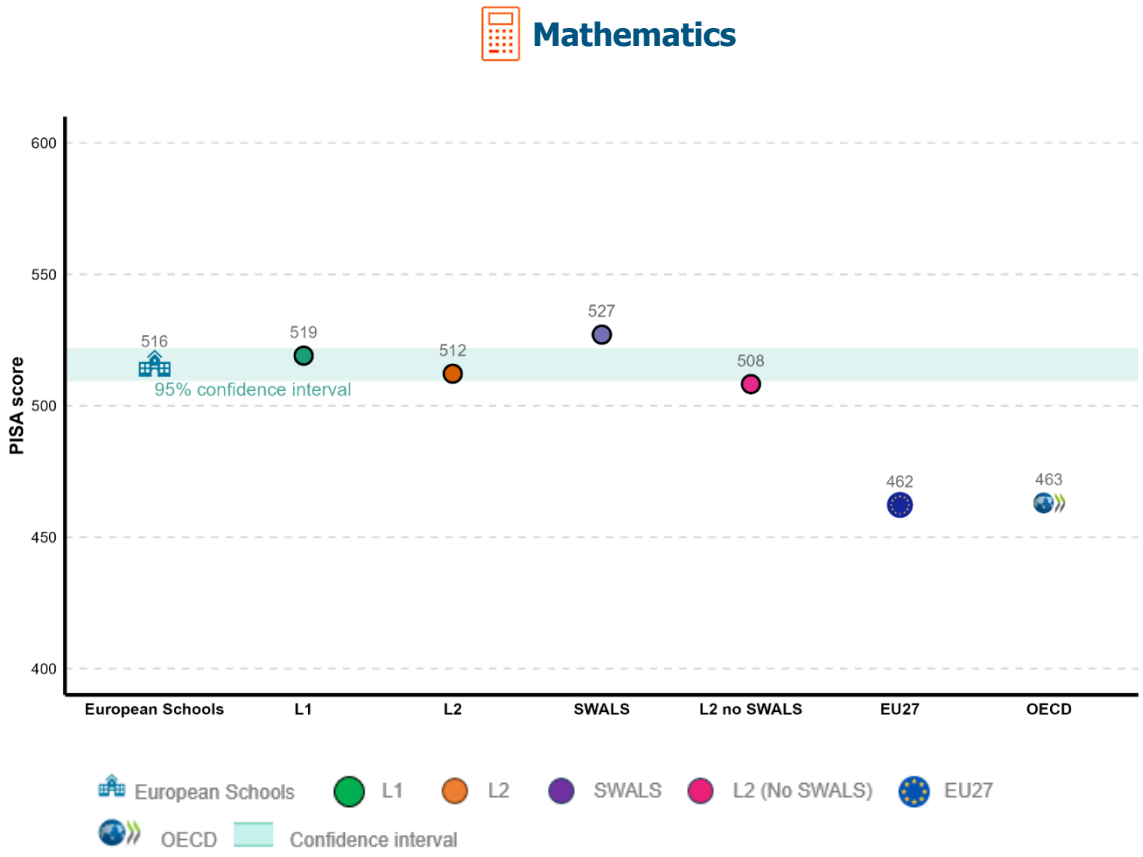


	European Schools	L1	L2	SWALS	L2 (No SWALS)	EU27	OECD
Upper-limit 95% confidence interval	498	506	495	525	488	455	462
Average	**493**	**499**	**487**	**508**	**481**	**454**	**461**
Lower-limit 95% confidence interval	488	492	479	491	473	453	460

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

The next chart shows European Schools' performance in Mathematics.

Figure 10. Performance in Mathematics



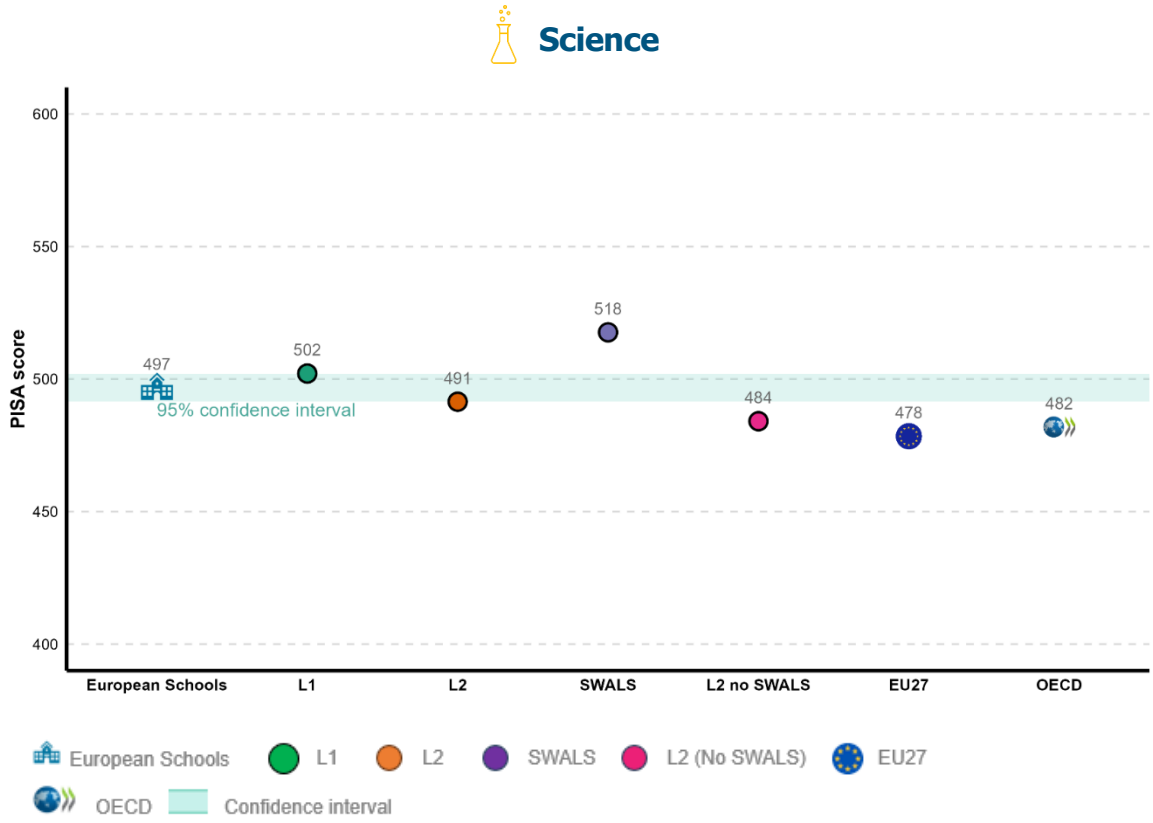
	European Schools	L1	L2	SWALS	L2 (No SWALS)	EU27	OECD
Upper-limit 95% confidence interval	522	525	519	541	514	463	464
Average	**516**	**519**	**512**	**527**	**508**	**462**	**463**
Lower-limit 95% confidence interval	509	513	505	513	502	461	462

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

As you reflect on these results, consider the data in relation to what you know about this cohort of students. Are these results consistent with how you would expect them to perform? What insights can you gain by comparing their performance to that of their peers around the world? As you examine the chart, it is useful to consider the factors that may have resulted in the differences between the European Schools' performance, the country average, and the OECD average. This analysis will help you use this data to inform your teaching practices.

The next chart shows the European Schools' performance in Science.

Figure 11. Performance in Science



	European Schools	L1	L2	SWALS	L2 (No SWALS)	EU27	OECD
Upper-limit 95% confidence interval	502	510	498	529	492	479	483
Average	**497**	**502**	**491**	**518**	**484**	**478**	**482**
Lower-limit 95% confidence interval	491	495	485	506	477	477	481

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

Once again, these data are best examined in the context of European Schools and your knowledge of the students who participated in **PISA for Schools**. Does this reflect your expectations of their performance? How did they compare with their peers nationally and internationally?

Figure 11 displays the summary of the European Schools' results in the three domains: Reading, Mathematics, and Science alongside the results of EU27 and of the OECD in 2025. For each of European Schools' values, the figure also shows its 95% confidence interval. If the respective score of EU27 - or of the OECD - is not comprised in the interval, then the difference between this score and European Schools' score can be assumed to be different.

Figure 12. Student Performance in Reading, Mathematics and Science

	Reading		Mathematics		Science	
	Mean	**S.E.**	**Mean**	**S.E.**	**Mean**	**S.E.**
European Schools	**493**	2.59	**516**	3.18	**497**	2.67
L1	499	3.52	519	3.04	502	3.83
L2	487	4.09	512	3.46	491	3.43
SWALS	508	8.59	527	7.03	518	6.04
L2 no SWALS	481	3.77	508	3.08	484	3.83

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

Figure 12 presents the average scores and standard errors in reading, mathematics and science for students in the European Schools overall, as well as separately for the L1, L2, SWALS and L2 non-SWALS groups.

SWALS students performed better than L2 non-SWALS students across all three domains, with the largest difference observed in science. These results highlight considerable variation within the L2 student population, as the overall performance of L2 students masks differences between SWALS and non-SWALS students.

L1 students also achieved higher average scores than L2 students in reading and science. In mathematics, average performance was more similar across the two groups, with no clear evidence of a difference.

Overall, students in each of the groups performed above the EU27 and OECD averages in reading and mathematics. In science, performance was also above these international benchmarks for most groups, while L2 non SWALS students performed broadly in line with the EU27 and OECD averages.

As mentioned previously, **PISA for Schools** is a competency-based assessment like the main PISA survey. The **PISA Assessment Frameworks** define competence as much more than the capacity to reproduce accumulated knowledge. According to PISA, competence is the ability to successfully meet complex demands in varied contexts through the mobilisation of psychosocial resources, including knowledge and skills, motivation, attitudes, emotions and other social and behavioural components. Rather than assessing whether students can simply reproduce what they have learned, PISA measures whether students can extrapolate from what they have learned and apply their knowledge in novel situations.

Tasks that can be solved through simple memorisation or with pre-set algorithms are easiest to digitise and automate. These skills, therefore, will limit students' success in the future.

Would you like to know more about the PISA assessment frameworks and how they aim to support learners for tomorrow? You can read more **here.**

The next section will explore the three domains of Reading, Mathematics, and Science.

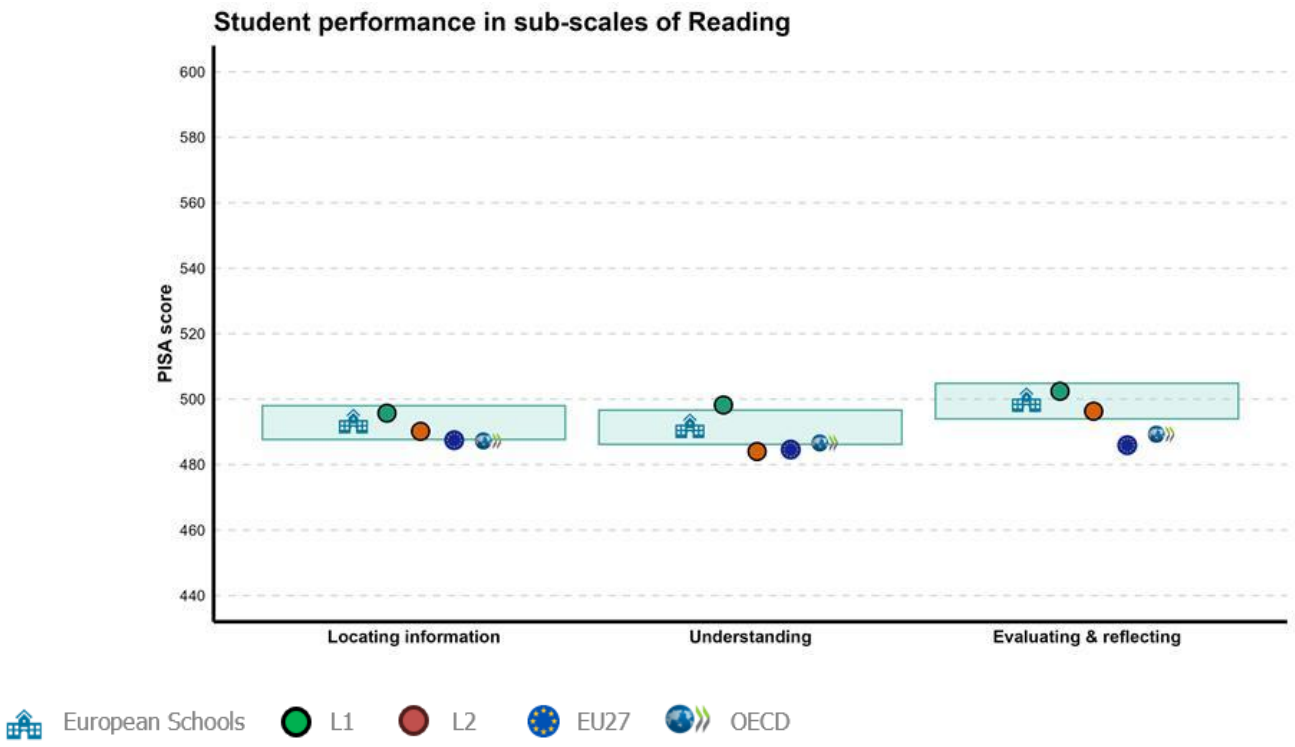
3.2. Student Performance in Reading

PISA for Schools assesses several different cognitive processes, or elements, involved in reading. These elements represent the mental strategies, approaches, or purposes that readers use to negotiate their way into, around and between texts.

In the following section, we will provide examples for three elements of reading literacy:

- **Locating information:** this element involves going to the information space provided and navigating in that space to locate and retrieve one or more distinct pieces of information, regardless of the reading format (print or digital).
- **Understanding:** this element involves processing what is read to make sense of a text, whether this is clearly stated or not.
- **Evaluating and reflecting:** this element involves drawing on knowledge, ideas, or attitudes beyond the text to relate the information provided within the text to one's own conceptual and experiential frames of reference.

Figure 13. Student performance in sub-scales of Reading



Source: Data for EU27 and the OECD were obtained from OECD (2019), PISA 2018 database, **oecd.org/pisa/data**

Reading Subscale	European Schools	EU27		OECD	
Locating Information	493	which is similar to	487	and similar to	487
Understanding	491	which is significantly higher than	485	and similar to	487
Evaluating and reflecting	499	which is significantly higher than	486	and significantly higher than	489

The averages for the European Schools represent the population tested, including students assessed in their first language (L1), students assessed in their first foreign language (L2), and Students Without a Language Section (SWALS). The subgroup results presented in the Table above show a pattern consistent across the three reading subscales

SWALS students achieved the highest average scores across all three subscales, while L2 non-SWALS students recorded the lowest. L1 students also consistently outperformed L2 students, with the largest difference observed in **Understanding**, where L1 students scored 14 points higher on average (498 compared with 484).

These results highlight differences in reading performance within the L2 population and suggest that the language in which students are assessed may be associated with their performance, particularly on tasks requiring them to understand and interpret texts.

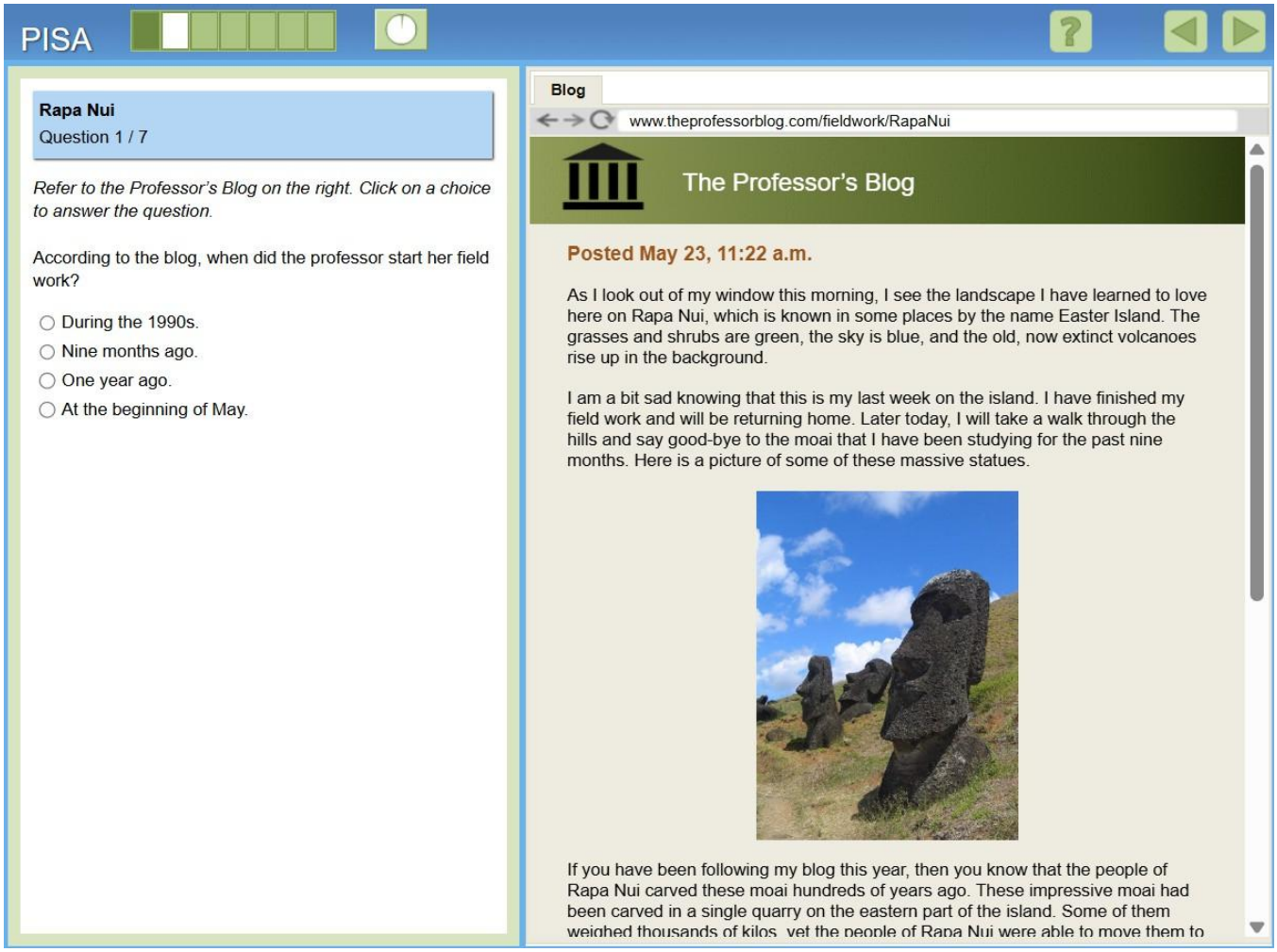
At the European Schools level, average performance was **significantly above the EU27 average in Understanding and Evaluating and Reflecting**, and significantly above the OECD average in Evaluating and Reflecting. For **Locating Information**, the European Schools' average was similar to both the EU27 and OECD averages.

Group	Locating Information		Understanding		Evaluating and reflecting	
	Mean	S.E.	Mean	S.E.	Mean	S.E.
L1	496	3.84	498	3.83	502	3.44
L2	490	3.66	484	3.80	496	4.03
SWALS	510	7.47	503	6.64	512	8.51
L2 no SWALS	485	4.05	479	4.12	492	4.09

3.2.1. Locating Information

This element involves navigating to locate and retrieve one or more distinct pieces of information from a text, regardless of the reading format (print or digital).

Image 1. PISA Reading Item: Locating Information



Source: Rapa Nui, Released Reading Literacy Item, PISA 2018
(https://www.oecd.org/en/about/programmes/pisa/pisa-test.html)

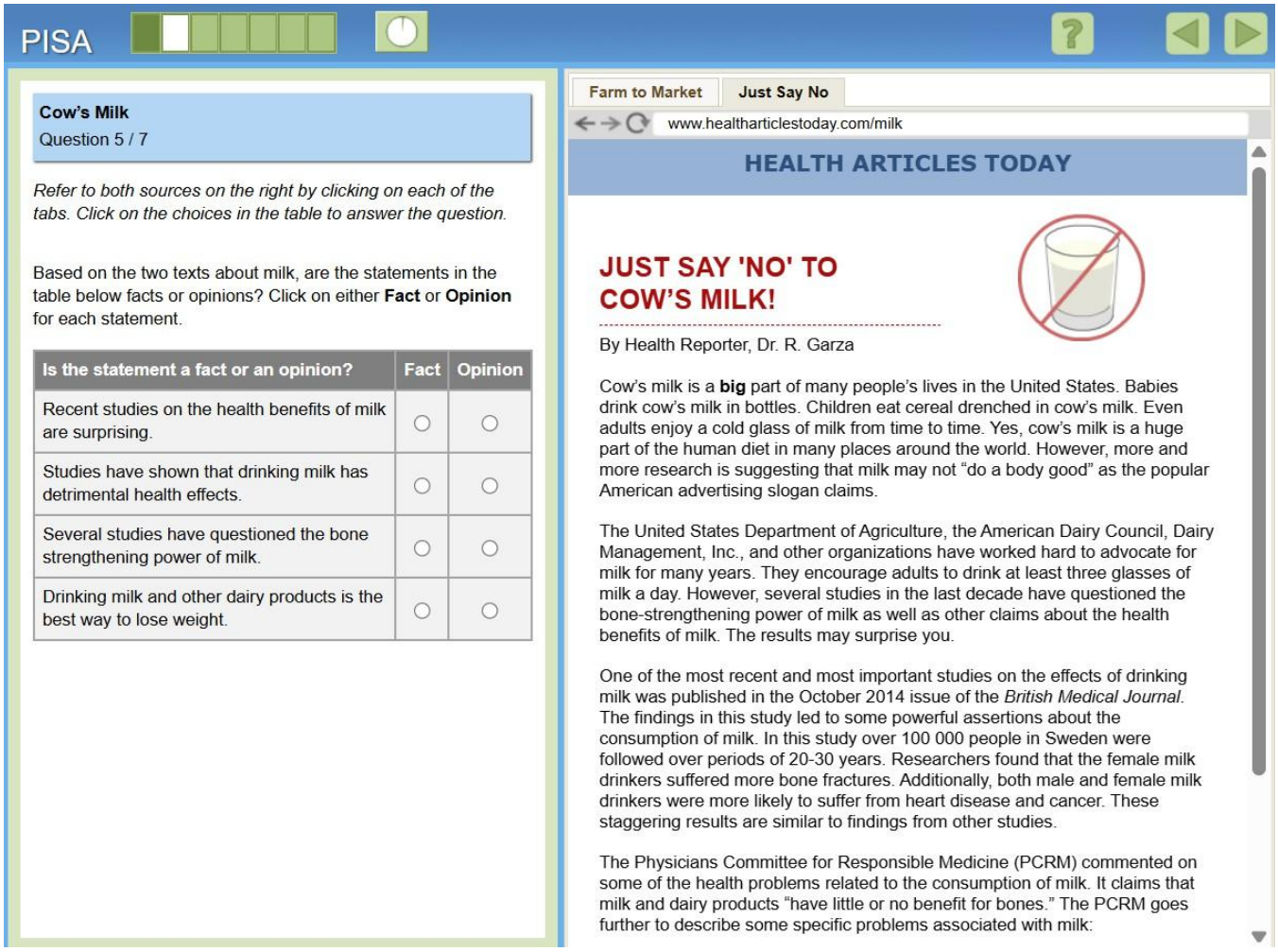
Unit Name	Rapa Nui
Cognitive Process	Locate Information
Item Format	Simple Multiple Choice- Computer Scored
Proficiency Levels	Level 4

For instance, in this item, the student must locate the correct information within the blog post. Its difficulty likely arises from the presence of other time-related information in the blog, such as the posting date and the time period when the first mystery of the moai was solved (the 1990s). The correct answer here is (B) Nine months ago.

3.2.2. Understanding

This element involves processing what is read to derive literal and/or inferred meaning from a given text. The texts vary in style, genre, and level of complexity.

Image 2. PISA Reading Item: Understanding



Source: Cow's milk, Released Reading Literacy Item, PISA 2018 (https://www.oecd.org/en/about/programmes/pisa/pisa-test.html)

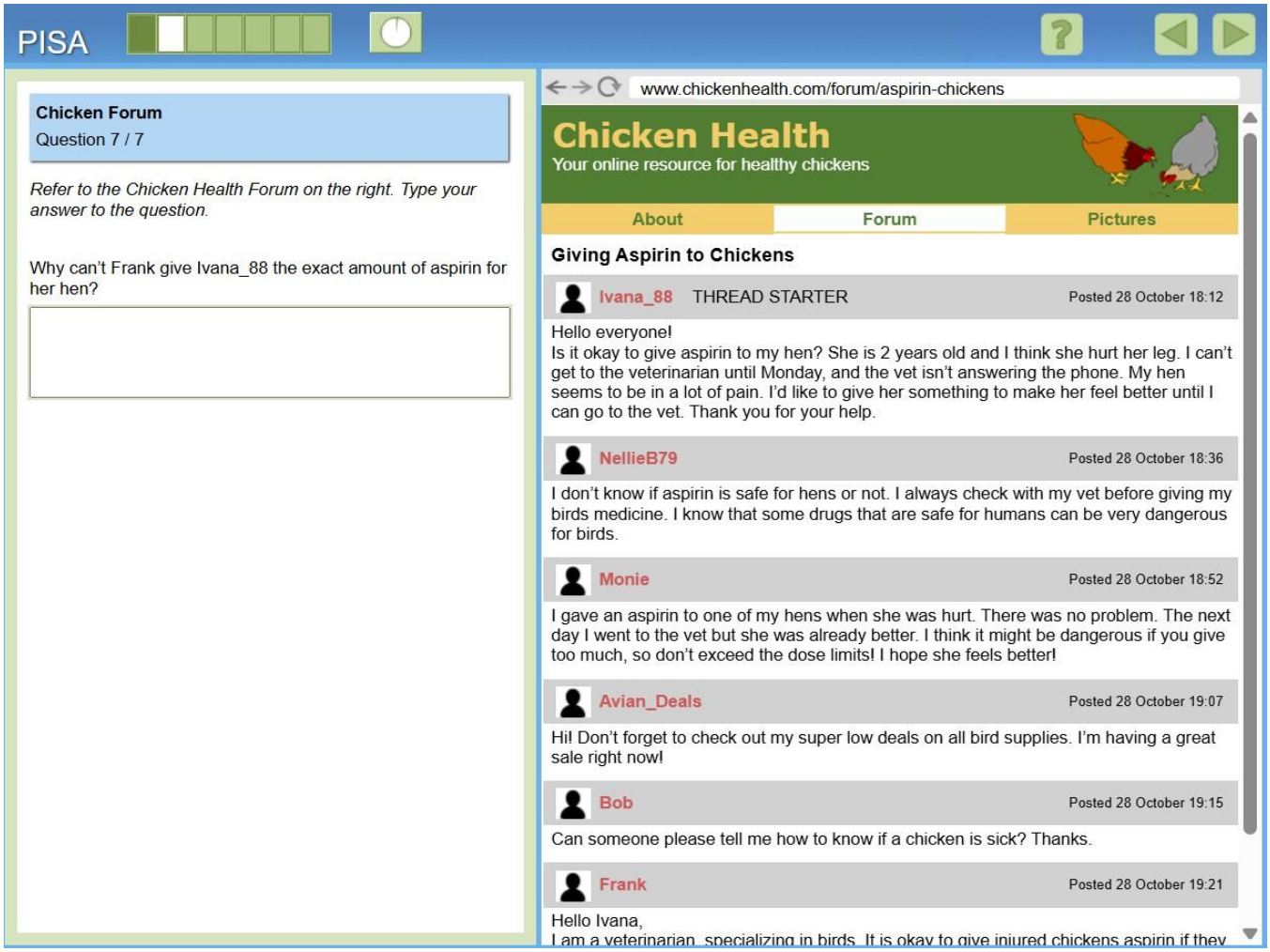
Unit Name	Cow's milk
Cognitive Process	Understanding
Item Format	Complex Multiple Choice - Computer Scored
Proficiency Levels	Level 5

In this item, the student must integrate information across both webpages and infer whether the statements in the table represent facts that were presented in the webpages or represent opinions that were presented in the webpages. For this item, full credit was awarded if the student got all 4 correct, and partial credit was awarded if the student got 3 out of 4 correct. The correct answers are: Opinion, Fact, Fact, Opinion.

3.2.3. Evaluating and Reflecting

This element involves drawing upon knowledge, ideas or attitudes beyond a text to relate the information provided within the text to one's own conceptual and experiential frames of reference.

Image 3. PISA Reading Item: Evaluating and Reflecting



Source: Chicken Forum, Released Reading Literacy Item, PISA 2018 (https://www.oecd.org/en/about/programmes/pisa/pisa-test.html)

Unit Name	Chicken Forum
Cognitive Process	Evaluating and reflecting
Item Format	Open Response- Human Coded
Proficiency Levels	Level 2

In this item, the student must integrate information from across the posts by Ivana_88 and Frank. The student must understand what Frank has provided in his post (the dosage information - 5mg of aspirin per kg of body weight) and understand what he has not provided (the exact amount of aspirin Ivana_88 should use for her hen). The student must then understand why. This is because Ivana_88 has not provided the weight of her hen, which is what Frank needs to know in order to provide the exact amount of aspirin.

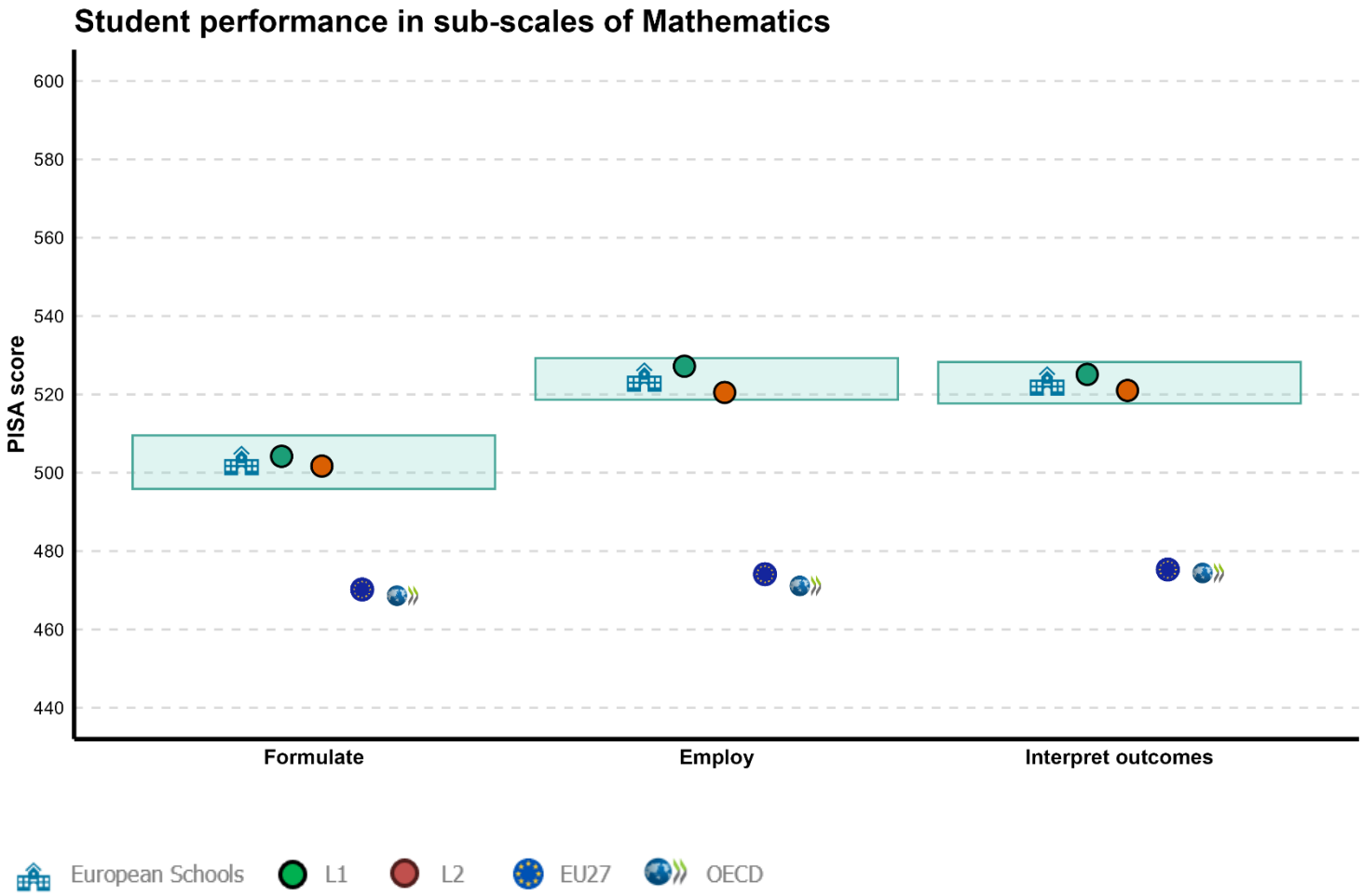
3.3. Student Performance in Mathematics

PISA mathematics framework defines the theoretical underpinnings of the mathematics assessment based on the fundamental concept of mathematical literacy, which relates mathematical reasoning to the three processes, or elements, of the problem-solving (mathematical modelling) cycle.

PISA for Schools measures how effectively schools are preparing students to use mathematics in every aspect of their personal, civic, and professional lives, as constructive, engaged and reflective future-ready citizens.

The framework draws on fundamental mathematical capabilities, and, in turn, on the problem-solver's detailed mathematical knowledge.

Figure 14. Student performance in sub-scales of Mathematics



Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

Mathematics Subscale	European Schools		EU27		OECD	
Formulate	**503**	which is significantly higher	470	and significantly higher	469	
Employ	**524**	which is significantly higher than	474	and significantly higher	472	
Interpret outcomes	**523**	which is significantly higher than	475	and significantly higher than	474	

Figure 14 presents the average scores across the three mathematics subscales for L1 and L2. Differences between the language groups were smaller than those observed in reading. Across all three subscales, SWALS students obtained the highest average scores, while the L2 non-SWALS group recorded the lowest scores.

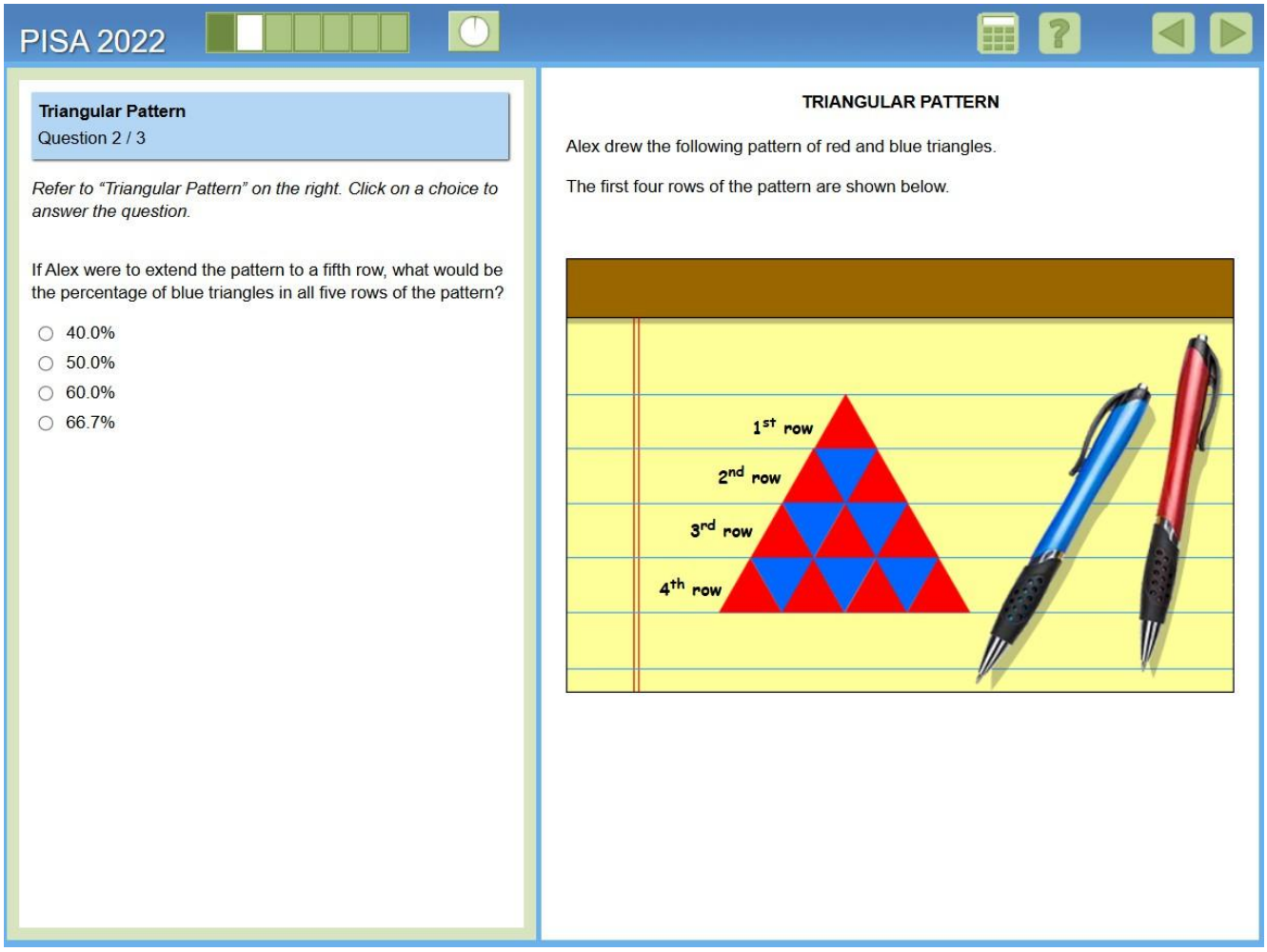
L1 students achieved slightly higher average scores than L2 students in the **Employ** and **Interpret subscales**, while the two groups performed similarly in **Formulate**. Overall, these results indicate more limited variation in mathematics performance across language groups than in reading, although differences remain across the three subscales.

Group	Formulate		Employ		Interpret Outcomes	
	Mean	**S.E.**	**Mean**	**S.E.**	**Mean**	**S.E.**
L1	**504**	3.62	**527**	3.06	**525**	3.07
L2	**502**	4.22	**521**	3.22	**521**	3.27
SWALS	**513**	9.88	**534**	7.88	**530**	6.16
L2 no SWALS	**499**	3.72	**517**	2.92	**519**	3.47

3.3.1. Formulate

The action begins with the "Problem in context". The problem-solver tries to identify the mathematics relevant to the problem situation, formulates the situation mathematically according to the concepts and relationships identified, and makes assumptions to simplify the situation. The problem-solver thus transforms the "problem in context" into a "mathematical problem" that can be solved using mathematics.

Image 4. PISA Mathematics Item: Formulate



Source: Triangular Pattern, Released Mathematics Assessment Item, PISA 2022 (https://www.oecd.org/en/about/programmes/pisa/pisa-test.html)

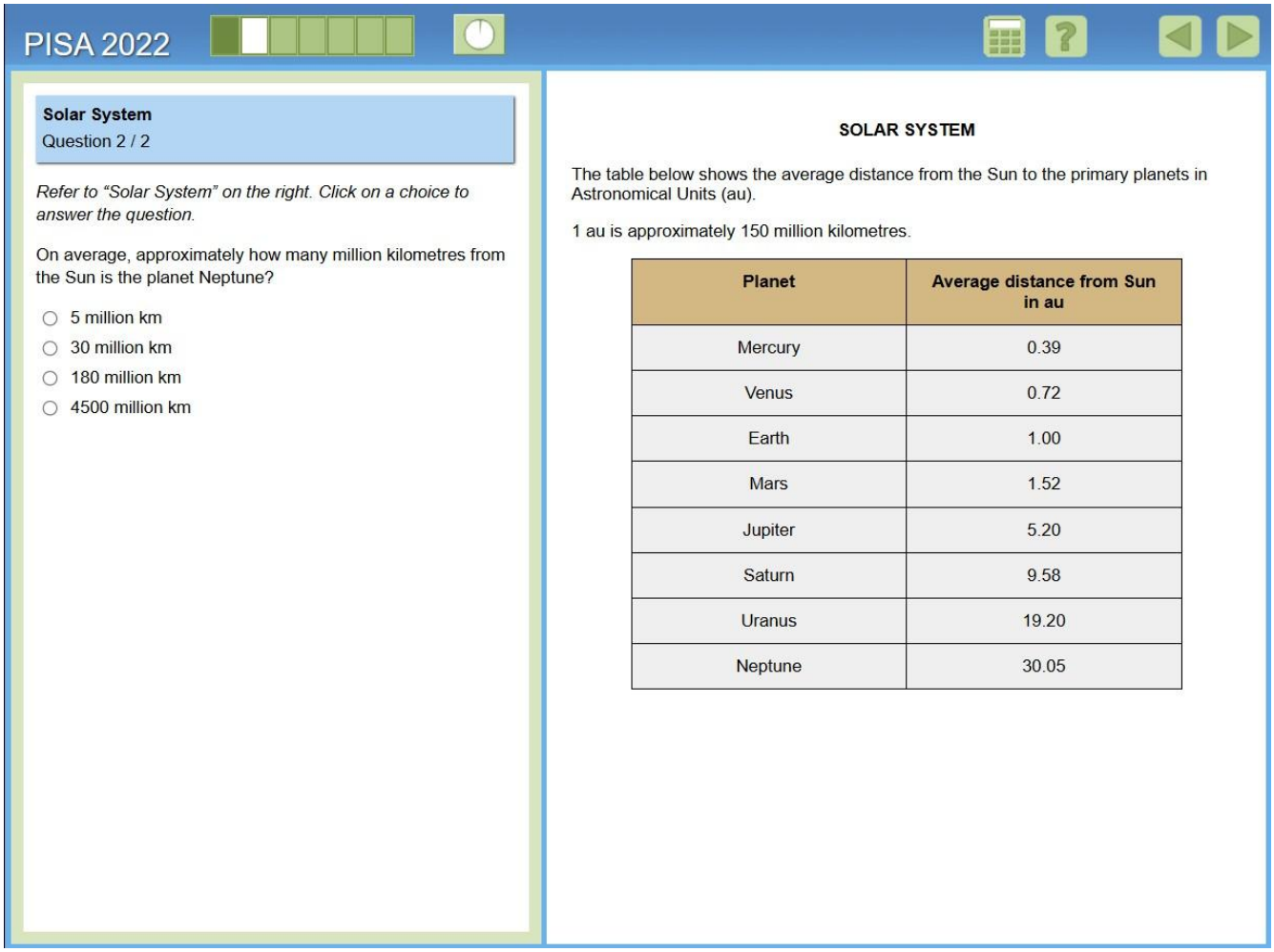
Unit Name	Triangular Pattern
Cognitive Process	Formulate
Item Format	Simple Multiple Choice- Computer Scored
Proficiency Levels	Level 2

This item asks students to compute the percentage of blue triangles, but this time it is based on five rows of the pattern. Since the fifth row is not shown, students have to extend the pattern by one row to determine new values for the number of blue triangles and the total number of triangles. With five rows, the percentage of blue triangles is 40.0% (10 blue triangles ÷ 25 total triangles).

3.3.2. Employ

To solve the problem using mathematics, the problem-solver employs mathematical concepts, facts, procedures, and reasoning to obtain the "mathematical results". This stage typically involves mathematical manipulation, transformation and computation, both with and without tools.

Image 5. PISA Mathematics Item: Employ



Source: Solar System, Released Mathematics Assessment Item, PISA 2022 (https://www.oecd.org/en/about/programmes/pisa/pisa-test.html)

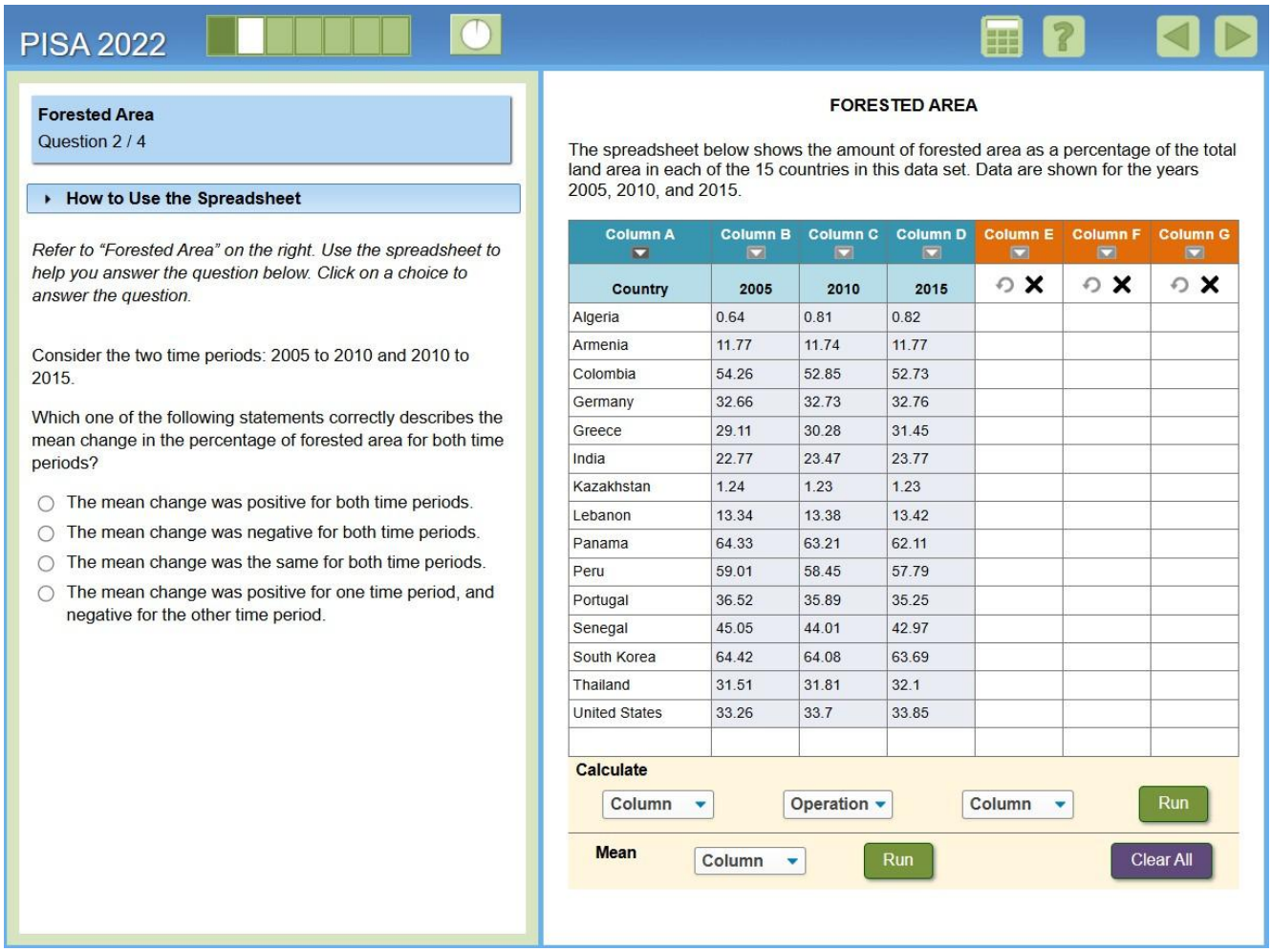
Unit Name	Solar System
Cognitive Process	Employ
Item Format	Simple Multiple Choice - Computer Scored
Proficiency Levels	Level 2

For this item, students have to determine approximately how many million kilometres the planet Neptune is from the Sun, a process that requires converting Astronomical Units to millions of kilometres. From the stimulus, students are given the conversion that 1 au is approximately 150 million kilometres, and they can read from the table that Neptune has an average distance from the sun of 30.05 au. To determine Neptune's approximate distance in million kilometres, students need to multiply 30.05 times 150. This gives a result of 4,507.5, which rounds to 4,500 (million km). This is a Level 2 item for students that only requires employing a process for converting units based on the given information.

3.3.3. Interpret Outcomes

The "mathematical results" must then be interpreted in terms of the original problem to obtain the results in context. The problem-solver must therefore, interpret, apply and evaluate mathematical outcomes and their reasonableness in the context of a real-world problem. While not all **PISA for Schools** tasks engage students in every stage of the modelling cycle, items can be classified according to the dominant process.

Image 6. PISA Mathematics Item: Interpret Outcomes



Source: Forested Area, Released Mathematics Assessment Item, PISA 2022 (https://www.oecd.org/en/about/programmes/pisa/pisa-test.html)

Unit Name	Forested Area
Cognitive Process	Interpret
Item Format	Simple Multiple Choice- Computer Scored
Proficiency Levels	Level 5

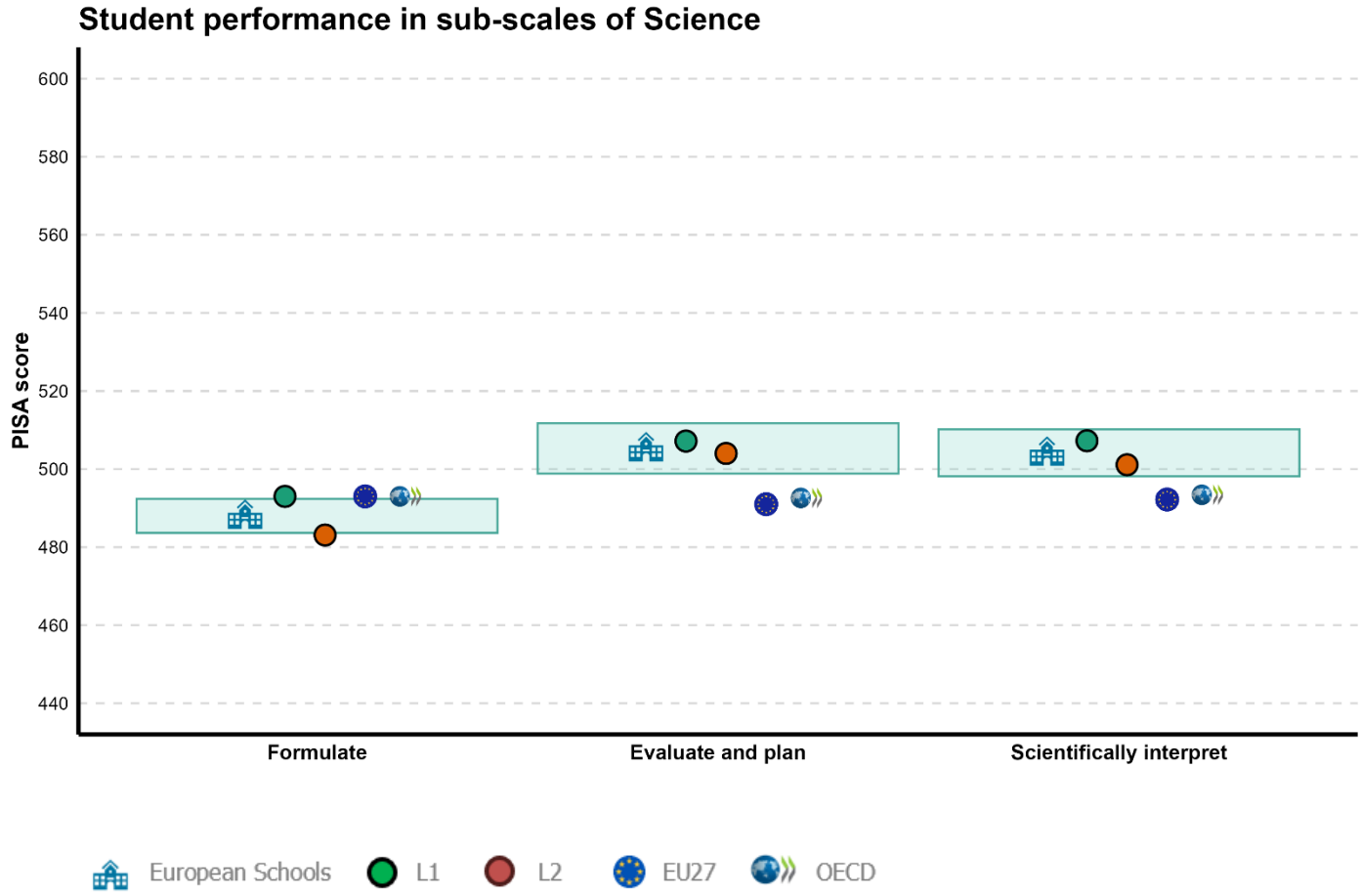
Here the students are asked to consider the data from two time periods, 2005 to 2010 and 2010 to 2015. Then they are asked to identify the statement that correctly describes the mean change in the percentage of forested area for each time period. As shown in the spreadsheet, the mean change decreased in each time period, the correct answer is that "The mean change was negative for both time periods".

3.4. Student Performance in Science

According to the PISA definition, a science-literate person is able and willing to engage in reasoned discourse about science and technology. This requires the necessary competences to successfully:

- **Explain:** this element implies being able to recognise, offer and evaluate scientific explanations for a range of natural and technological phenomena.
- **Evaluate and plan:** this element implies being able to describe, design and appraise scientific investigations and propose ways of addressing questions scientifically.
- **Scientifically interpret:** this element implies being able to analyse and evaluate data, claims, and arguments in a variety of representations, and draw appropriate scientific conclusions.

Figure 15. Student performance in sub-scales of Science



Source: Data for EU27 and the OECD were obtained from OECD (2016), PISA 2015 database, **oecd.org/pisa/data**

Science Subscale	European Schools	EU27		OECD	
Explain	**488**	which is similar to	493	and similar to	493
Evaluate and plan	**505**	which is significantly higher than	491	and similar to	493
Scientifically Interpret	**504**	which is significantly higher than	492	and significantly higher than	493

Figure 15 presents the average scores across the three science subscales for the different language groups. As in reading and mathematics, SWALS students achieved the highest average scores across all the three subscales, while L2 non-SWALS students generally recorded the lowest.

The largest differences between language groups were observed in the **Explain** subscale. SWALS students scored 514 points on average, compared to 493 points for L1 students, 483 points for L2 students and 474 points for L2 non-SWALS students. In the **Evaluate and plan** and **Scientifically interpret** subscales, differences between the L1 and L2 groups were smaller, ranging from 3 to 6 score points.

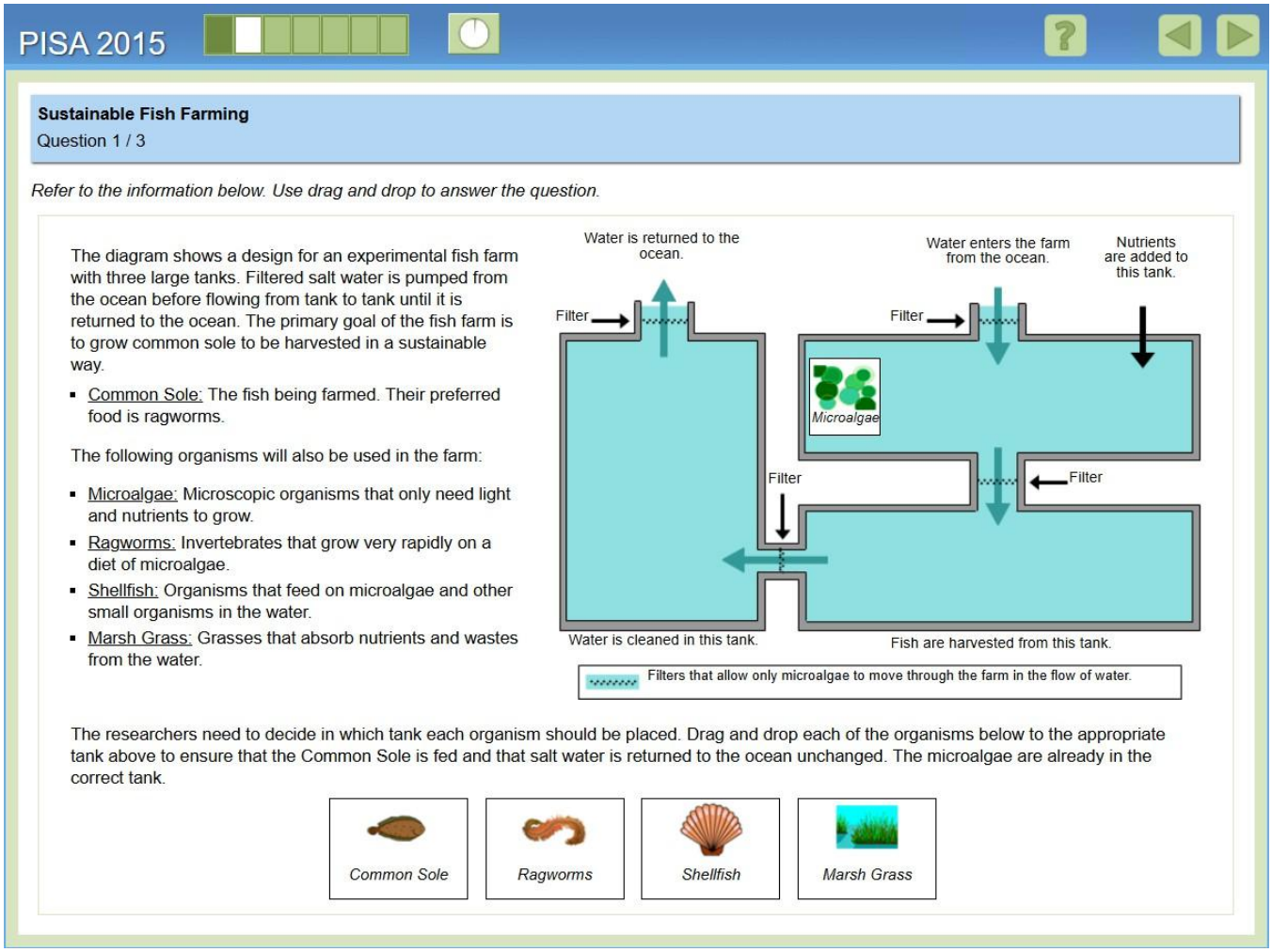
Overall, the results show **a broadly consistent pattern across the science subscales.**

Group	Explain		Evaluate and plan		Scientifically interpret	
	Mean	**S.E.**	**Mean**	**S.E.**	**Mean**	**S.E.**
L1	**493**	4.02	**507**	3.94	**507**	4.47
L2	**483**	3.23	**504**	4.26	**501**	3.74
L2 no SWALS	**474**	4.09	**501**	4.94	**494**	3.91
SWALS	**514**	6.08	**515**	8.53	**524**	8.56

3.4.1. Explain

This element implies being able to recognise, offer and evaluate scientific explanations for a range of natural and technological phenomena.

Image 7. PISA Science Item: Explain



Source: Sustainable Fish Farming, Released Science Assessment Item, PISA 2015 (https://www.oecd.org/en/about/programmes/pisa/pisa-test.html)

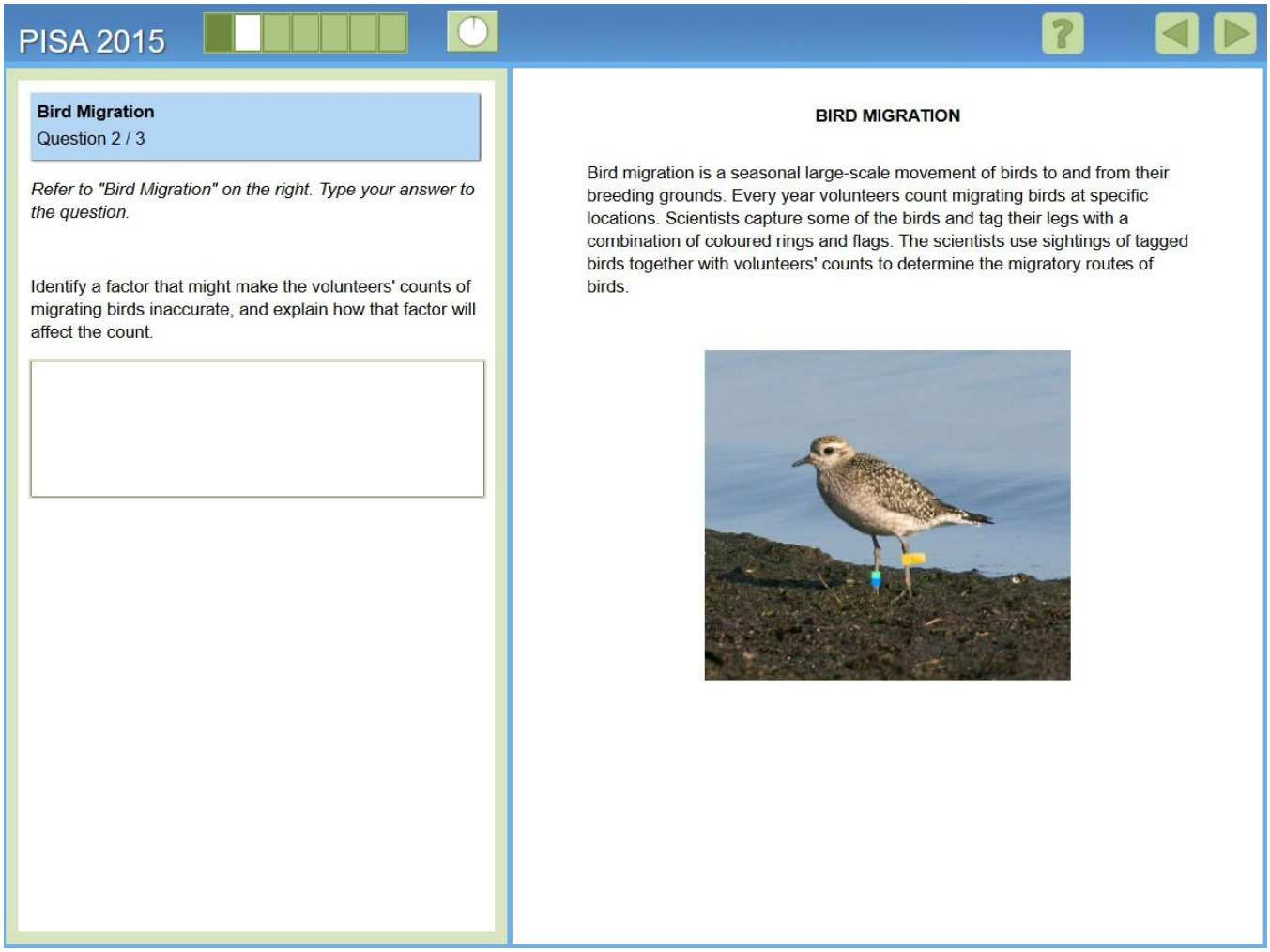
Unit Name	Sustainable Fish Farming
Cognitive Process	Explain Phenomena Scientifically
Item Format	Complex Multiple Choice- Computer Scored
Proficiency Levels	Level 6

For instance, in this item, the students are required to understand a system and the role of several organisms within that system. In order to answer correctly, students must understand the goal of the fish farm, the function of each of the three tanks therein, and which organisms will best fulfil each function. Students must use information provided in the stimulus and the diagram, including a footnote under the diagram. An additional component that adds difficulty is the open-ended nature of the task. Any of the four organisms can be placed in any of the three tanks and there is no restriction on the number of organisms in each tank. As a result, there are multiple ways of getting this incorrect. The student drags Ragworms and Common Sole into Tank 2 (bottom right) and drags Marsh Grass and Shellfish into Tank 3 (left) can earn full marks.

3.4.2. Evaluate and Plan

This element implies being able to describe, design, and appraise scientific investigations as well as propose ways of addressing questions scientifically.

Image 8. PISA Science Item: Evaluate and Plan



Source: Bird Migration, Released Science Assessment Item, PISA 2015 (https://www.oecd.org/en/about/programmes/pisa/pisatest.html)

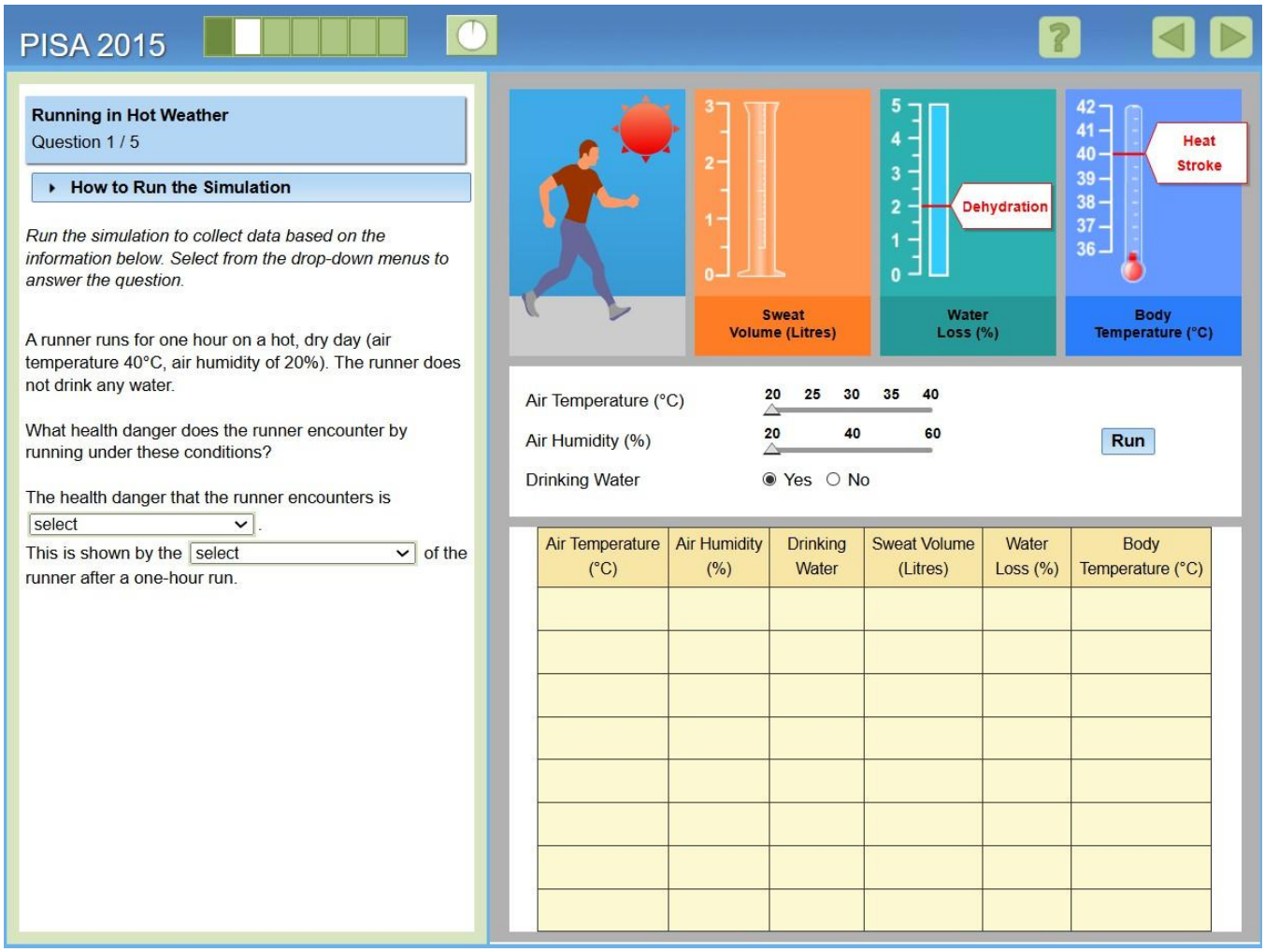
Unit Name	Bird Migration
Cognitive Process	Evaluate and Plan
Item Format	Open Response- Human Coded
Proficiency Levels	Level 4

To correctly answer this question, students must use procedural knowledge to identify a factor that might lead to inaccurate counts of migrating birds and explain how that could affect the data collected. Being able to identify and explain potential limitations in data sets is an important aspect of scientific literacy and locates this question at the top of Level 4.

3.4.3. Scientifically Interpret

This element implies being able to analyse and evaluate data, claims and arguments in a variety of representations, and draw appropriate scientific conclusions. While not all **PISA for Schools** tasks require all of these competences, items can be classified according to the dominant one.

Image 9. PISA Science Item: Scientifically Interpret



Source: Running in Hot Weather, Released Science Assessment Item, PISA 2015 (https://www.oecd.org/en/about/programmes/pisa/pisa-test.html)

Unit Name	Running in Hot Weather
Cognitive Process	Interpret Data and Evidence Scientifically
Item Format	Complex Multiple Choice- Computer Coded
Proficiency Levels	Level 3

In this item, students are asked to use the simulation and the data they generate to identify whether the person running under the specified conditions is in danger of either dehydration or heat stroke. They are also asked to specify whether this is shown by the runner's sweat volume, water loss or body temperature. Students who select the underlining that indicates (*dehydration*/*heat stroke*) for Question 1 and (*sweat volume*/*water loss*/*body temperature*) for Question 2 can earn full marks.

3.5. PISA Proficiency Levels

For students in European Schools to thrive, it is paramount that they are able to demonstrate skills and competencies that will allow them to participate productively in life as they continue their studies and enter the workforce.

PISA results group student performance according to six proficiency levels for each subject, from the best-performing students (Level 6) to the lowest-performing ones (Below Level 2). Level 2 is used as a reference and baseline group and represents the level of proficiency at which students begin to demonstrate the competences that will enable them to participate effectively and productively in life as continuing students, workers, and citizens.

Examine a detailed description of the proficiency levels here in OECD. (2023).
PISA 2022 results (Volume I): The state of learning and equity in education (p. 88). OECD Publishing.

Figure 16. Proficiency Levels for Reading

Level	What can students do at this level of proficiency?
6	Readers at Level 6 can comprehend lengthy and abstract texts in which the information of interest is deeply embedded and only indirectly related to the task. They can compare, contrast and integrate information representing multiple and potentially conflicting perspectives, using multiple criteria and generating inferences across distant pieces of information to determine how the information may be used. Readers at Level 6 can reflect deeply on the text's source in relation to its content, using criteria external to the text. They can compare and contrast information across texts, identifying and resolving intertextual discrepancies and conflicts through inferences about the sources of information, their explicit or vested interests, and other cues as to the validity of the information. Tasks at Level 6 typically require the reader to set up elaborate plans, combining multiple criteria and generating inferences to relate the task and the text(s). Materials at this level include one or several complex and abstract text(s), involving multiple and possibly discrepant perspectives. Target information may take the form of details that are deeply embedded within or across texts and potentially obscured by competing information.
5	Readers at Level 5 can comprehend lengthy texts, inferring which information in the text is relevant even though the information of interest may be easily overlooked. They can perform causal or other forms of reasoning based on a deep understanding of extended pieces of text. They can also answer indirect questions by inferring the relationship between the question and one or several pieces of information distributed within or across multiple texts and sources. Reflective tasks require the production or critical evaluation of hypotheses, drawing on specific information. Readers can establish distinctions between content and purpose, and between fact and opinion as applied to complex or abstract statements. They can assess neutrality and bias based on explicit or implicit cues pertaining to both the content and/or source of the information. They can also draw conclusions regarding the reliability of the claims or conclusions offered in a piece of text. For all aspects of reading, tasks at Level 5 typically involve dealing with concepts that are abstract or counterintuitive, and going through several steps until the goal is reached. In addition, tasks at this level may require the reader to handle several long texts, switching back and forth across texts in order to compare and contrast information.

4	At Level 4, readers can comprehend extended passages in single or multiple-text settings. They interpret the meaning of nuances of language in a section of text by taking into account the text as a whole. In other interpretative tasks, students demonstrate understanding and application of ad hoc categories. They can compare perspectives and draw inferences based on multiple sources. Readers can search, locate and integrate several pieces of embedded information in the presence of plausible distractors. They can generate inferences based on the task statement in order to assess the relevance of target information. They can handle tasks that require them to memorise prior task context. In addition, students at this level can evaluate the relationship between specific statements and a person's overall stance or conclusion about a topic. They can reflect on the strategies that authors use to convey their points, based on salient features of texts (e.g., titles and illustrations). They can compare and contrast claims explicitly made in several texts and assess the reliability of a source based on salient criteria. Texts at Level 4 are often long or complex, and their content or form may not be standard. Many of the tasks are situated in multiple-text settings. The texts and the tasks contain indirect or implicit cues.
3	Readers at Level 3 can represent the literal meaning of single or multiple texts in the absence of explicit content or organisational clues. Readers can integrate content and generate both basic and more advanced inferences. They can also integrate several parts of a piece of text in order to identify the main idea, understand a relationship or construe the meaning of a word or phrase when the required information is featured on a single page. They can search for information based on indirect prompts and locate target information that is not in a prominent position and/or is in the presence of distractors. In some cases, readers at this level recognise the relationship between several pieces of information based on multiple criteria. Level 3 readers can reflect on a piece of text or a small set of texts and compare and contrast several author's viewpoints based on explicit information. Reflective tasks at this level may require the reader to perform comparisons, generate explanations or evaluate a feature of the text. Some reflective tasks require readers to demonstrate a detailed understanding of a piece of text dealing with a familiar topic, whereas others require a basic understanding of less-familiar content. Tasks at Level 3 require the reader to take many features into account when comparing, contrasting or categorising information. The required information is often not prominent or there may be a considerable amount of competing information. Texts typical of this level may include other obstacles, such as ideas that are contrary to expectation or negatively worded.
2	Readers at Level 2 can identify the main idea in a piece of text of moderate length. They can understand relationships or construe meaning within a limited part of the text when the information is not prominent by producing basic inferences, and/or when the text(s) include some distracting information. They can select and access a page in a set based on explicit though sometimes complex prompts, and locate one or more pieces of information based on multiple, partly implicit criteria. Readers at Level 2 can, when explicitly cued, reflect on the overall purpose, or on the purpose of specific details, in texts of moderate length. They can reflect on simple visual or typographical features. They can compare claims and evaluate the reasons supporting them based on short, explicit statements. Tasks at Level 2 may involve comparisons or contrasts based on a single feature in the text. Typical reflective tasks at this level require readers to make a comparison or several connections between the text and outside knowledge by drawing on personal experience and attitudes.
1a	Readers at Level 1a can understand the literal meaning of sentences or short passages. Readers at this level can also recognise the main theme or the author's purpose in a piece of text about a familiar topic and make a simple connection between several adjacent pieces of information, or between the given information and their own prior knowledge. They can select a relevant page from a small set based on simple prompts and locate one or more independent pieces of information within short texts. Level 1a readers can reflect on the overall purpose and on the relative importance of information (e.g. the main idea vs. non-essential detail) in simple texts containing explicit cues. Most tasks at this level contain explicit cues regarding what needs to be done, how to do it, and where in the text(s) readers should focus their attention.

1b	Readers at Level 1b can evaluate the literal meaning of simple sentences. They can also interpret the literal meaning of texts by making simple connections between adjacent pieces of information in the question and/or the text. Readers at this level can scan for and locate a single piece of prominently placed, explicitly stated information in a single sentence, a short text or a simple list. They can access a relevant page from a small set based on simple prompts when explicit cues are present. Tasks at Level 1b explicitly direct readers to consider relevant factors in the task and in the text. Texts at this level are short and typically provide support to the reader, such as through repetition of information, pictures or familiar symbols. There is minimal competing information.
1c	Readers at Level 1c can understand and affirm the meaning of short, syntactically simple sentences on a literal level, and read for a clear and simple purpose within a limited amount of time. Tasks at this level involve simple vocabulary and syntactic structures.

Source: OECD, PISA 2022 Database, Table I.B1.

Figure 17. Proficiency Levels for Mathematics

Level	What can students do at this level of proficiency?
6	At Level 6, students can work through abstract problems and demonstrate creativity and flexible thinking to develop solutions. For example, they can recognise when a procedure that is not specified in a task can be applied in a non-standard context or when demonstrating a deeper understanding of a mathematical concept is necessary as part of a justification. They can link different information sources and representations, including effectively using simulations or spreadsheets as part of their solution. Students at this level are capable of critical thinking and have a mastery of symbolic and formal mathematical operations and relationships that they use to clearly communicate their reasoning. They can reflect on the appropriateness of their actions with respect to their solution and the original situation.
5	At Level 5, students can develop and work with models for complex situations, identifying or imposing constraints, and specifying assumptions. They can apply systematic, well-planned problem-solving strategies for dealing with more challenging tasks, such as deciding how to develop an experiment, designing an optimal procedure, or working with more complex visualisations that are not given in the task. Students demonstrate an increased ability to solve problems whose solutions often require incorporating mathematical knowledge that is not explicitly stated in the task. Students at this level reflect on their work and consider mathematical results with respect to the real - world context.
4	At Level 4, students can work effectively with explicit models for complex concrete situations, sometimes involving two variables, as well as demonstrate an ability to work with undefined models that they derive using a more sophisticated computational-thinking approach. Students at this level begin to engage with aspects of critical thinking, such as evaluating the reasonableness of a result by making qualitative judgements when computations are not possible from the given information. They can select and integrate different representations of information, including symbolic or graphical, linking them directly to aspects of real-world situations. At this level, students can also construct and communicate explanations and arguments based on their interpretations, reasoning, and methodology.
3	At Level 3, students can devise solution strategies, including strategies that require sequential decision-making or flexibility in understanding of familiar concepts. At this level, students begin using computational-thinking skills to develop their solution strategy. They are able to solve tasks that require performing several different but routine calculations that are not all clearly defined in the problem statement. They can use spatial visualisation as part of a solution strategy or determine how to use a simulation to gather data appropriate for the task. Students at this level can interpret and use representations based on different information sources and reason directly from them, including conditional decision-making using a two-way table. They typically show some ability to handle percentages, fractions and decimal numbers, and to work with proportional relationships.

2	At Level 2, students can recognise situations where they need to design simple strategies to solve problems, including running straightforward simulations involving one variable as part of their solution strategy. They can extract relevant information from one or more sources that use slightly more complex modes of representation, such as two-way tables, charts, or two-dimensional representations of three dimensional objects. Students at this level demonstrate a basic understanding of functional relationships and can solve problems involving simple ratios. They are capable of making literal interpretations of results.
1a	At Level 1a, students can answer questions involving simple contexts where all information needed is present, and the questions are clearly defined. Information may be presented in a variety of simple formats and students may need to work with two sources simultaneously to extract relevant information. They are able to carry out simple, routine procedures according to direct instructions in explicit situations, which may sometimes require multiple iterations of a routine procedure to solve a problem. They can perform actions that are obvious or that require very minimal synthesis of information, but in all instances the actions follow clearly from the given stimuli. Students at this level can employ basic algorithms, formulae, procedures, or conventions to solve problems that most often involve whole numbers.
1b	At Level 1b, students can respond to questions involving easy to understand contexts where all information needed is clearly given in a simple representation (i.e., tabular or graphic) and, as necessary, recognise when some information is extraneous and can be ignored with respect to the specific question being asked. They are able to perform simple calculations with whole numbers, which follow from clearly prescribed instructions, defined in short, syntactically simple text.
1c	At Level 1c, students can respond to questions involving easy to understand contexts where all relevant information is clearly given in a simple, familiar format (for example, a small table or picture) and defined in a very short, syntactically simple text. They are able to follow a clear instruction describing a single step or operation.

Source: OECD, PISA 2022 Database, Table I.B1.3.1.

Figure 18. Proficiency Levels for Science

Level	What can students do at this level of proficiency?
6	At Level 6, students can draw on a range of interrelated scientific ideas and concepts from the physical, life, and earth and space sciences and use content, procedural and epistemic knowledge in order to offer explanatory hypotheses of novel scientific phenomena, events and processes or to make predictions. In interpreting data and evidence, they are able to discriminate between relevant and irrelevant information and can draw on knowledge external to the normal school curriculum. They can distinguish between arguments that are based on scientific evidence and theory and those based on other considerations. Level 6 students can evaluate competing designs of complex experiments, field studies or simulations and justify their choices.
5	At Level 5, students can use abstract scientific ideas or concepts to explain unfamiliar and more complex phenomena, events and processes involving multiple causal links. They are able to apply more sophisticated epistemic knowledge to evaluate alternative experimental designs and justify their choices and use theoretical knowledge to interpret information or make predictions. Level 5 students can evaluate ways of exploring a given question scientifically and identify limitations in interpretations of data sets, including sources and the effects of uncertainty in scientific data.
4	At Level 4, students can use more complex or more abstract content knowledge, which is either provided or recalled, to construct explanations of more complex or less familiar events and processes. They can conduct experiments involving two or more independent variables in a constrained context. They are able to justify an experimental design by drawing on elements of procedural and epistemic knowledge. Level 4 students can interpret data drawn from a moderately complex data set or less familiar context, draw appropriate conclusions that go beyond the data and provide justifications for their choices.
3	At Level 3, students can draw upon moderately complex content knowledge to identify or construct explanations of familiar phenomena. In less familiar or more complex situations, they can construct explanations with relevant cueing or support. They can draw on elements of procedural or epistemic knowledge to carry out a simple experiment in a constrained context. Level 3 students are able to distinguish between scientific and non-scientific issues and identify the evidence supporting a scientific claim.
2	At Level 2, students are able to draw on everyday content knowledge and basic procedural knowledge to identify an appropriate scientific explanation, interpret data and identify the question being addressed in a simple experimental design. They can use basic or everyday scientific knowledge to identify a valid conclusion from a simple data set. Level 2 students demonstrate basic epistemic knowledge by being able to identify questions that can be investigated scientifically.
1a	At Level 1a, students are able to use basic or everyday content and procedural knowledge to recognise or identify explanations of simple scientific phenomena. With support, they can undertake structured scientific enquiries with no more than two variables. They are able to identify simple causal or correlational relationships and interpret graphical and visual data that require a low level of cognitive demand. Level 1a students can select the best scientific explanation for given data in familiar personal, local and global contexts.
1b	At Level 1b, students can use basic or everyday scientific knowledge to recognise aspects of familiar or simple phenomena. They are able to identify simple patterns in data, recognise basic scientific terms and follow explicit instructions to carry out a scientific procedure.

Source: OECD, PISA 2022 Database, Table I.B1.3.3.

Due to the reduced sample sizes of schools participating in **PISA for Schools**, this report aggregates the students into three groups:

- Students who reach the top levels (corresponding to PISA Levels 5 and 6) and are well on their way to becoming highly skilled knowledge workers in the future.
- Students who perform at the intermediate levels (corresponding to PISA Levels 2, 3, and 4) and are able to demonstrate skills and competences that will allow them to participate productively in life, continue their studies and enter the workforce.
- Students who perform below baseline PISA Level 2 and are at risk of poor educational and labour-market outcomes without suitable intervention and support.

3.5.1. Proficiency Levels

The main PISA survey groups student performance according to six proficiency levels, and we apply the same system in **PISA for Schools**. The best-performing students are categorised as Level 6 and the lowest-performing fall below Level 2.

Level 2 in PISA refers to the level of proficiency at which students begin to demonstrate the competencies that will enable them to participate effectively and productively as active citizens.

Students Above Baseline Proficiency in European Schools

	Reading	Mathematics	Science
Students Above Baseline Proficiency	80.12%	85.56%	80.24%

As you reflect on these results, remember that this is based on a single day of testing under timed conditions. When discussing these results as a school, consider what you already know about this cohort of students. Does this align with your expectations when compared to their international peers? These results should guide a conversation about what European Schools are doing well and where improvements could be made to your teaching and learning.

3.5.2. PISA Proficiency Levels and European Schools

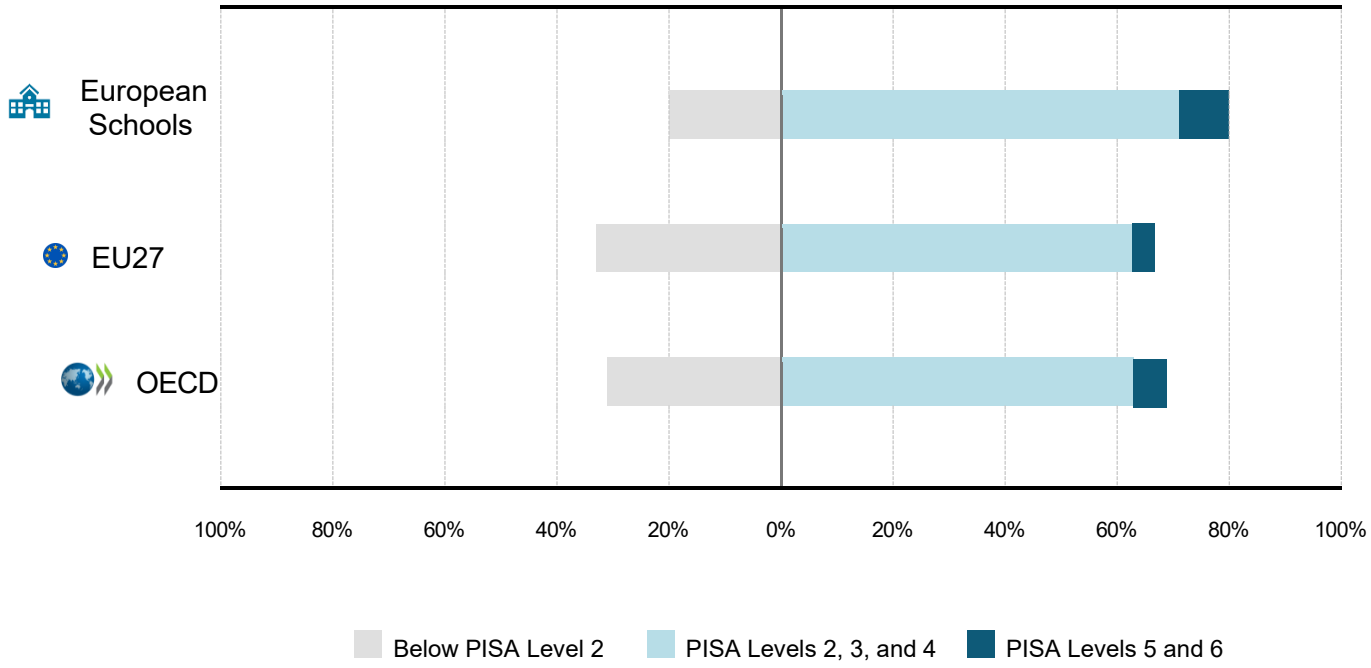
The following charts showcase the European Schools' performance across the PISA proficiency levels in the three domains of Reading, Mathematics, and Science.

Reading Proficiency

The reading domain of the assessment measures the active, purposeful and functional application of reading in a range of situations and for various purposes. Students who are proficient at the highest levels are capable of critically evaluating unfamiliar texts and building hypotheses about them, drawing on specialized knowledge and accommodating concepts that may be contrary to expectations.

At the other end of the performance scale, PISA defines Level 2 as a baseline level of proficiency at which students begin to demonstrate the reading competences that will enable them to participate effectively and productively in life.

Figure 19. Reading Proficiency Levels



	European Schools	EU27	OECD
PISA Levels 5 and 6	8.97	4.33	5.50
PISA Levels 2, 3, and 4	71.15	62.84	63.46
Below PISA Level 2	19.88	32.83	31.04

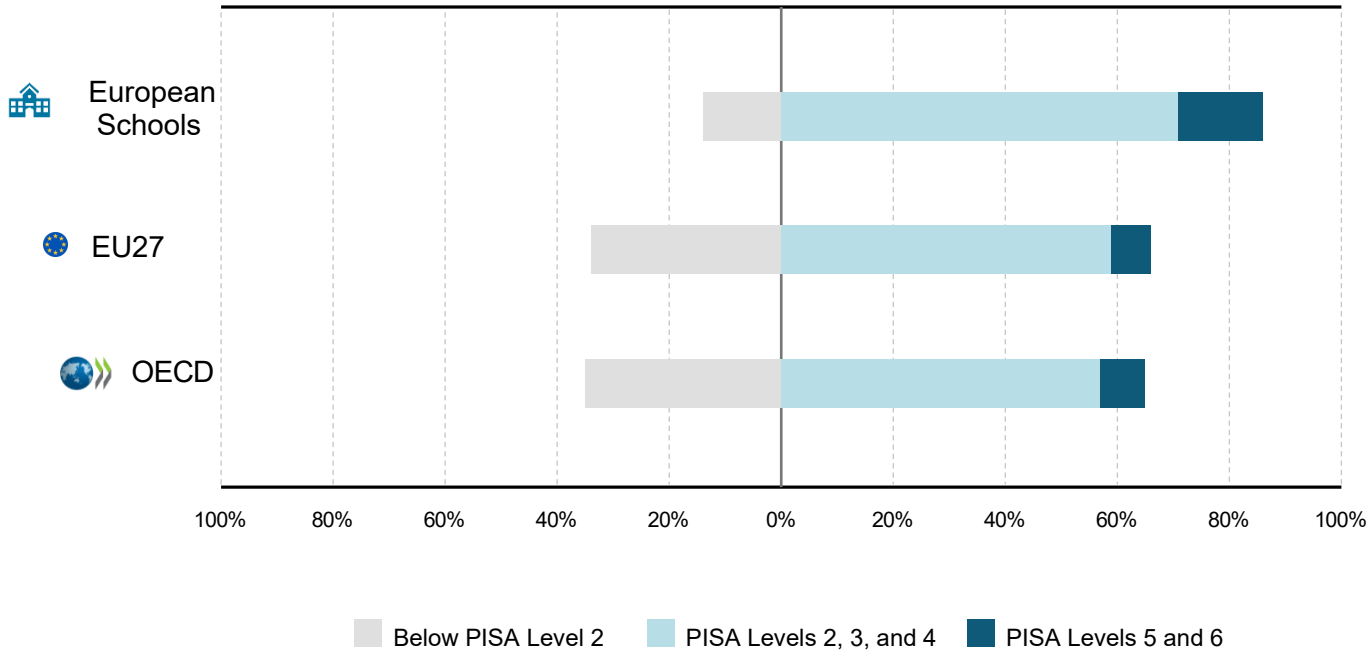
Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

Mathematics Proficiency

The mathematics part of the assessment measures students' capacity to formulate, employ, and interpret mathematics in a variety of contexts. Students who reach Levels 5 and 6 in mathematics are capable of developing and working with models in complex situations, identifying constraints, and specifying assumptions.

Students who perform at the baseline level of mathematics proficiency (Level 2) can employ basic algorithms, formulas, procedures, or conventions, and can interpret and recognise situations that require no more than direct inference.

Figure 20. Mathematics Proficiency Levels



	European Schools	EU27	OECD
PISA Levels 5 and 6	14.65	6.79	7.78
PISA Levels 2, 3, and 4	70.91	59.25	57.36
Below PISA Level 2	14.44	33.96	34.86

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

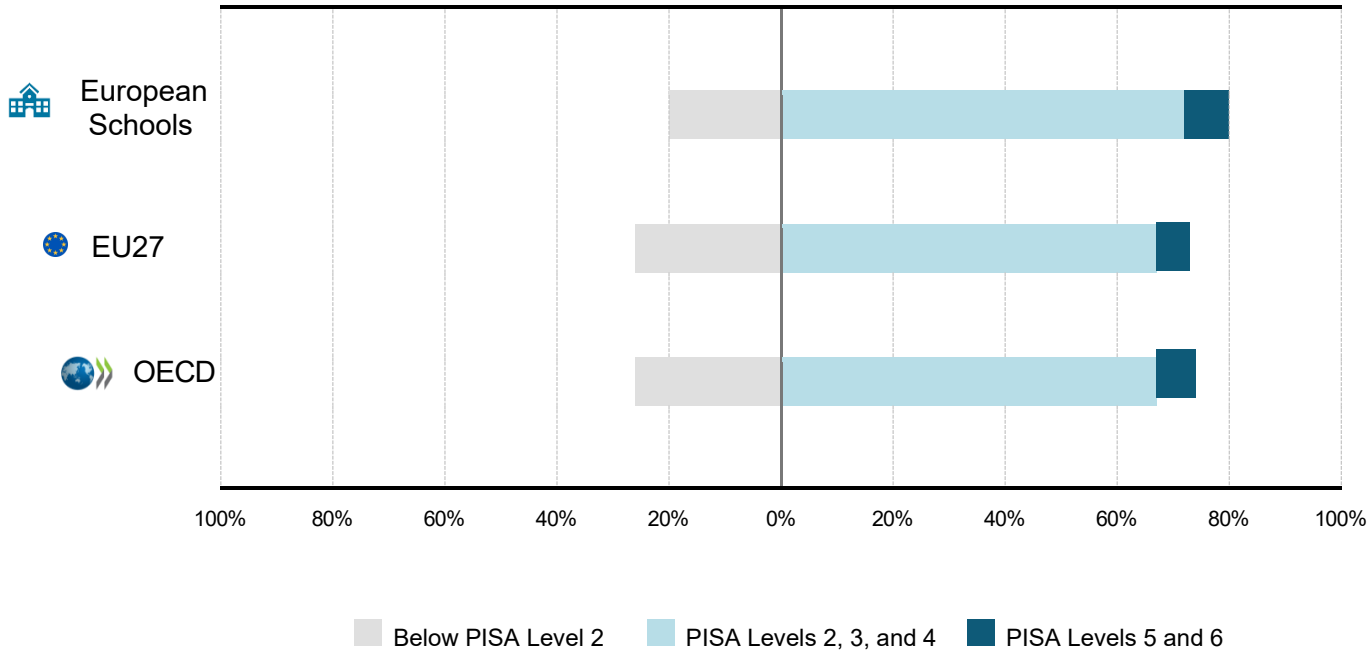
Science Proficiency

The science domain measures students' ability to explain phenomena scientifically, evaluate and design scientific inquiries, and interpret data and evidence scientifically.

Students at the highest levels of science proficiency are sufficiently skilled and knowledgeable about science to be able to creatively and autonomously apply their knowledge and skills to various situations, including unfamiliar ones.

At the baseline level of proficiency in science (Level 2), students can draw on everyday content knowledge to identify an appropriate scientific explanation, demonstrating the competences that will enable them to participate actively in situations related to science and technology.

Figure 21. Science Proficiency Levels



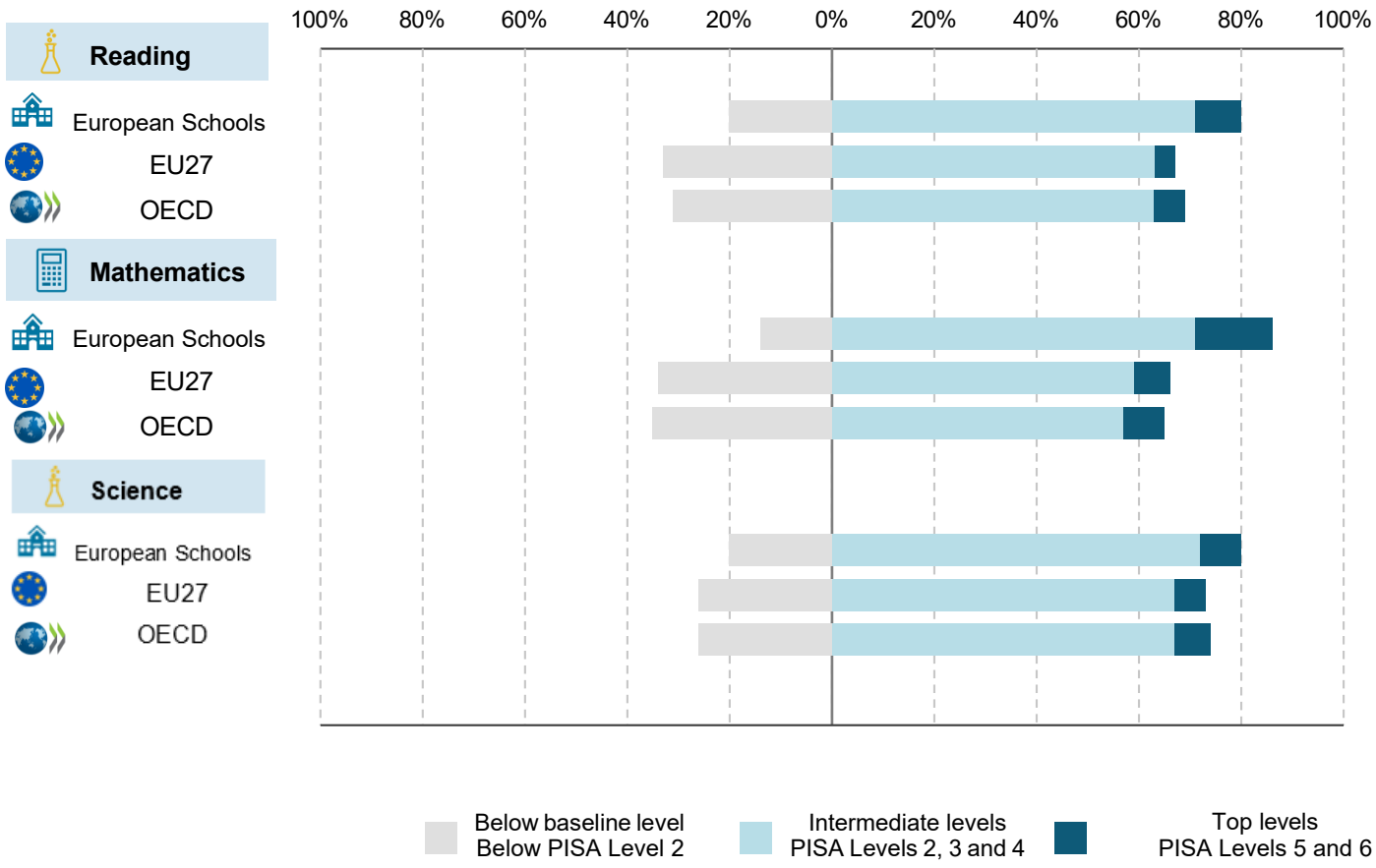
	European Schools	EU27	OECD
PISA Levels 5 and 6	8.11	6.24	7.21
PISA Levels 2, 3, and 4	72.13	67.46	67.09
Below PISA Level 2	19.76	26.31	25.70

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

3.5.3. Summary of Performance by Proficiency Levels

Figure 19 summarises how students in European Schools perform in terms of proficiency levels. The results of European Schools are shown next to the mean performance obtained by students across schools in EU27 and the OECD average in 2025.

Figure 22. Student Proficiency Levels in Reading, Mathematics and Science

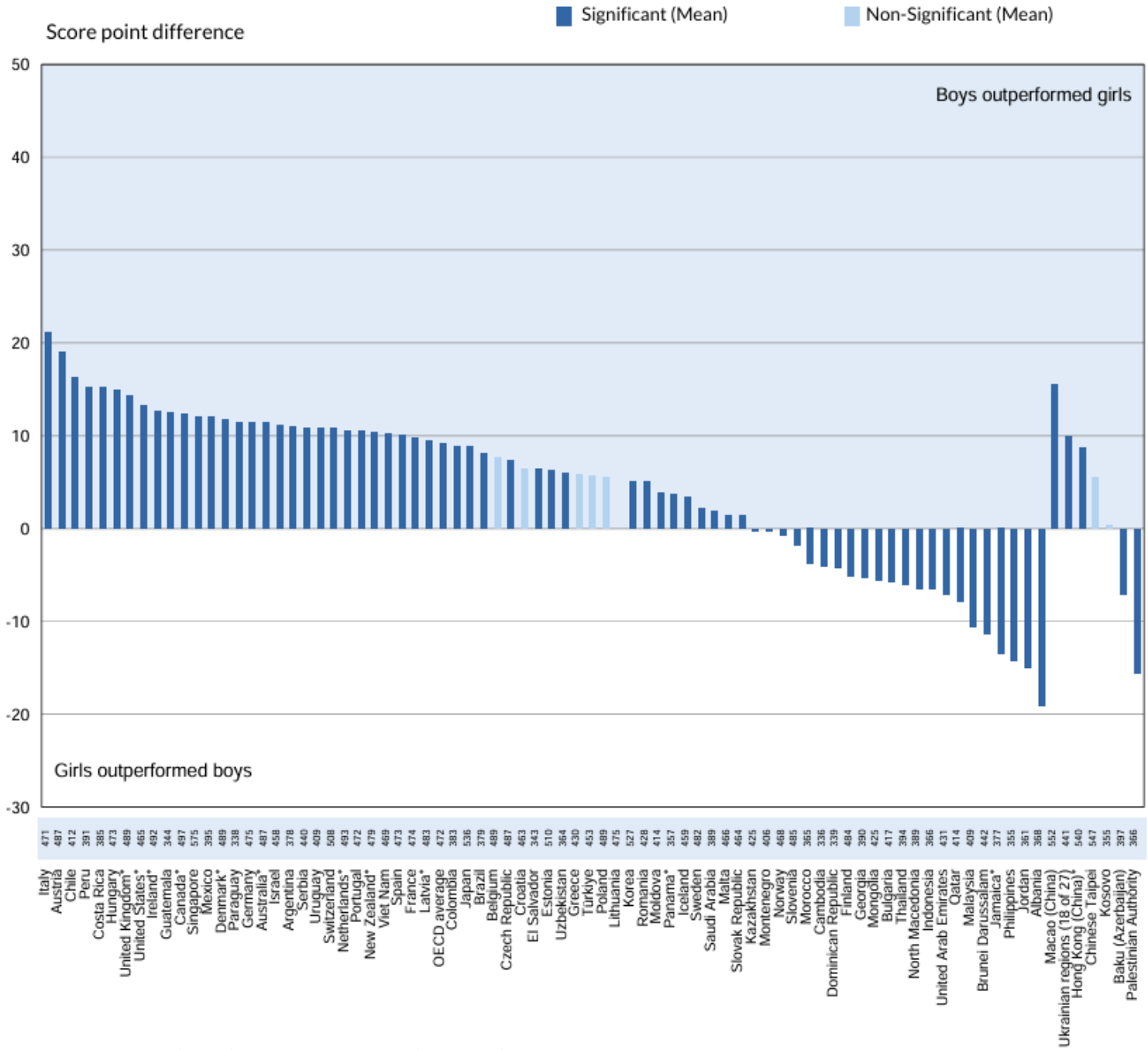


Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

3.6 Exploring Performance by Gender

Figure 20 shows the score point difference in mathematics between boys and girls.

Figure 23. PISA Gender gap in mathematics performance



Source: OECD (2023), PISA 2022 Results (Volume I): The State of Learning and Equity in Education, PISA, OECD Publishing, Paris, **oecd.org/pisa/data**

PISA 2022 data show that within-schools, on average, girls outperformed boys in reading by 24 score points in almost all countries and economies (Volume I, p. 124).

While the difference between boys and girls in the share of top performers in reading is not statistically significant, boys perform slightly better than girls in mathematics and science.

In most countries and economies in PISA 2022, a larger share of boys than girls are top performers in mathematics and there is no country in PISA 2022 where the share of top performers in mathematics is larger among girls than boys (p.128). However, these results vary across countries and economies.

A comparison of results in reading performance between 2009, when reading was also the main subject assessed in PISA, and 2018 shows that the gender gap in reading performance narrowed over time in 36 countries and economies. However, in 11 of these countries, the narrowing of the gender gap in reading was due not to an improvement in boys' performance but to a decline in girls' performance.

Are there achievement gaps according to gender at European Schools? How might those gaps compare to gaps in EU27 and around the world? Given the **European School's** results, what targeted measures could you introduce to address these gaps? Interestingly among the subjects of Reading, Mathematics, and Science, is the one where average gender differences in performance in PISA are smallest.

However, overall similar average performance in science does not reflect the many girls who have difficulty achieving at the highest levels of proficiency and the large number of boys who struggle to acquire basic skills. In all three domains, boys show larger variation in performance than girls, meaning that the best-performing boys are far ahead of the lowest-achieving boys. Among girls, the difference between the top and lowest performers is narrower.

But for each of these findings, there are considerable variations across countries and years. This indicates that gender disparities in performance do not stem from innate differences in aptitude, but rather from factors that parents, teachers, policymakers and opinion leaders can influence. A collective effort to encourage student attitudes that are conducive to success among both boys and girls, and to change the behaviours that impede learning can give boys and girls equal opportunities to realise their full potential and to contribute to society with their unique, individual capacities.

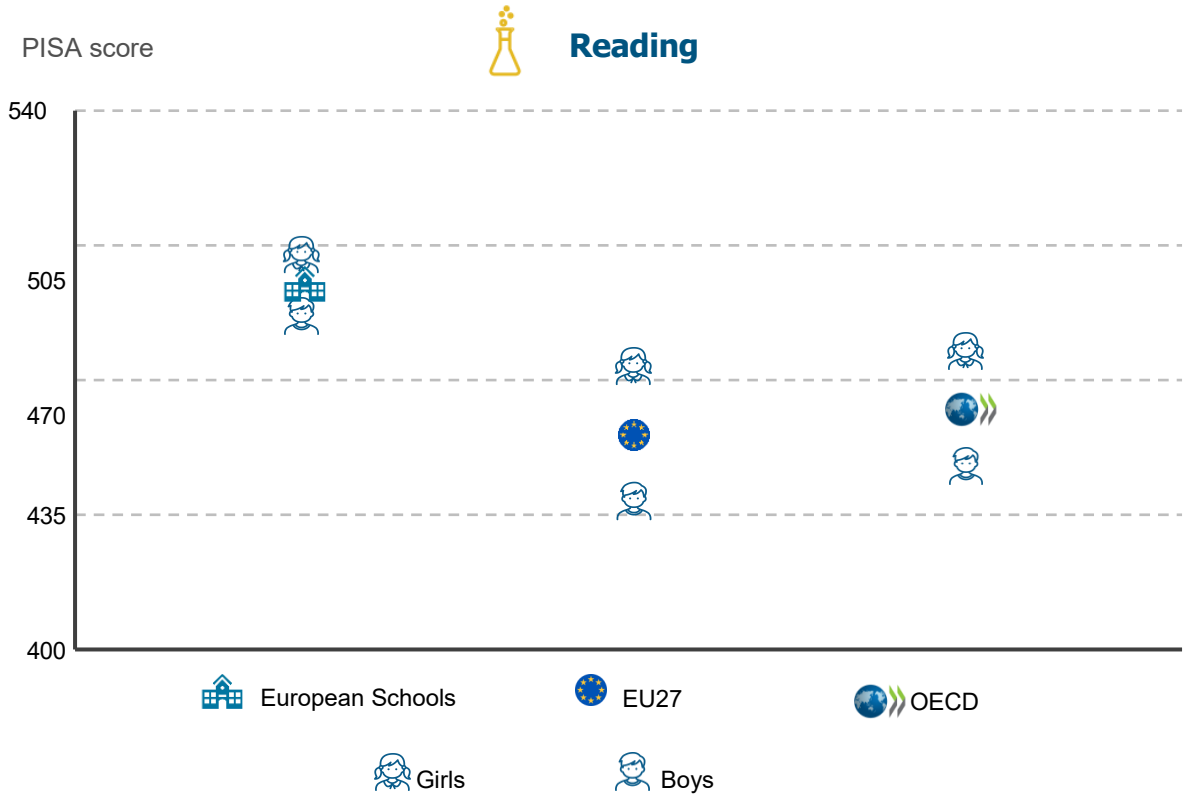
View the policy implications of gender difference in performance **here.**

3.6.1. European Schools' Performance by Gender

The figures below show how girls and boys perform in Reading, Mathematics, and Science at European Schools, compared to students in other schools within EU27 and in the OECD in 2025.

There are three sets of charts, one for each domain (Reading, Mathematics, and Science).

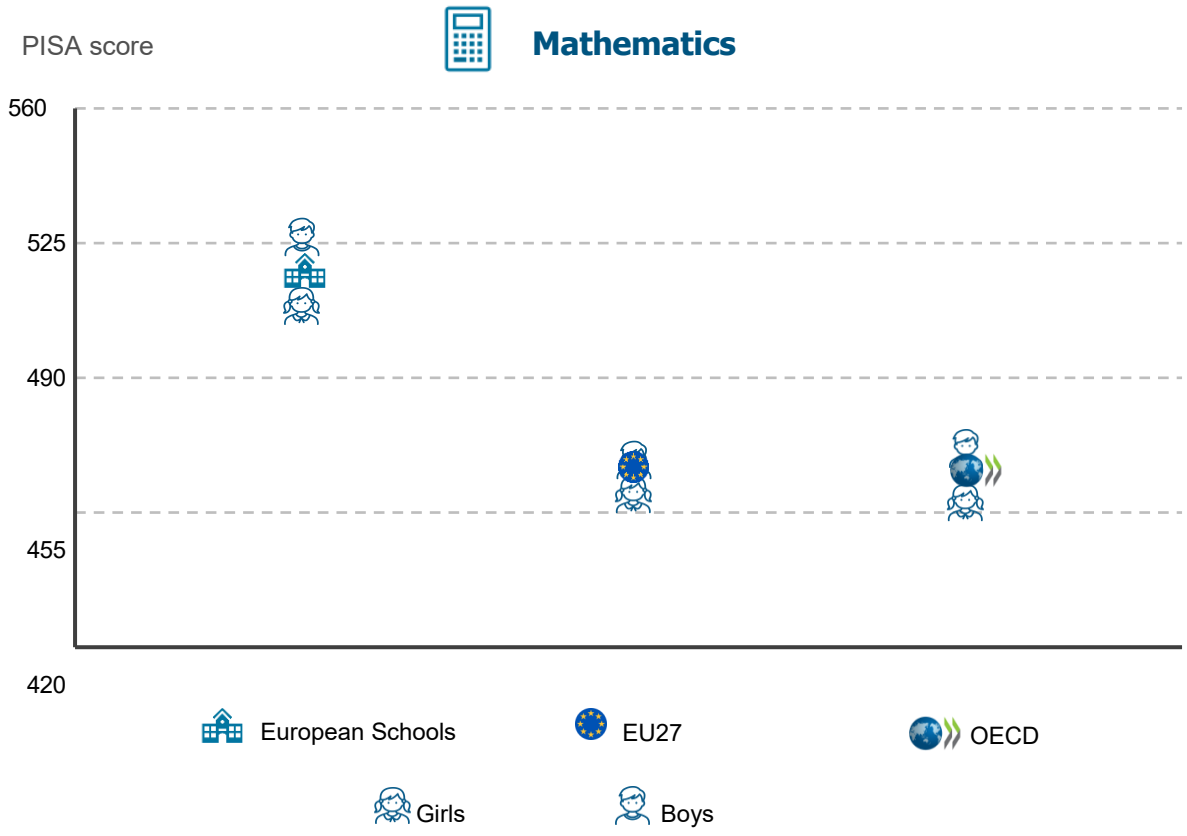
Figure 24. Gender Significance: Reading



	European Schools	EU27	OECD
Girls	501	472	476
Boys	485	437	446
Average	493	454	461
Statistical Difference	Girls outperform Boys	Girls outperform Boys	Girls outperform Boys

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

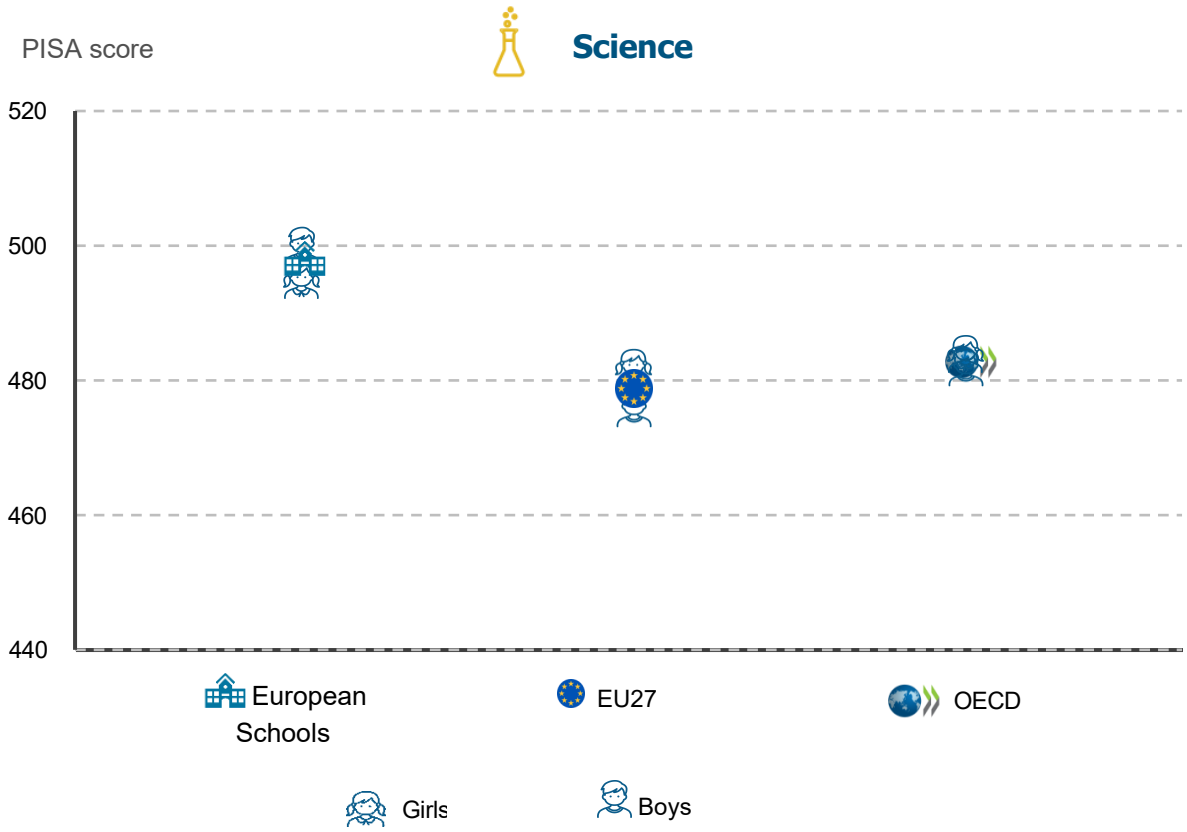
Figure 25. Gender Significance: Mathematics



	European Schools	EU27	OECD
Girls	507	458	456
Boys	525	467	470
Average	516	462	463
Statistical Difference	Boys outperform Girls	Boys outperform Girls	Boys outperform Girls

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

Figure 26. Gender Significance: Science



	European Schools	EU27	OECD
Girls	494	481	483
Boys	499	475	481
Average	497	478	482
Statistical Difference	Girls and boys perform similarly	Girls outperform Boys	Girls outperform Boys

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

3.6.2. Supporting Gender Equity in Schools

In terms of fairness, the disparity in performance by gender at age 15 may have long-term consequences for your students' personal and professional futures (OECD, 2015).

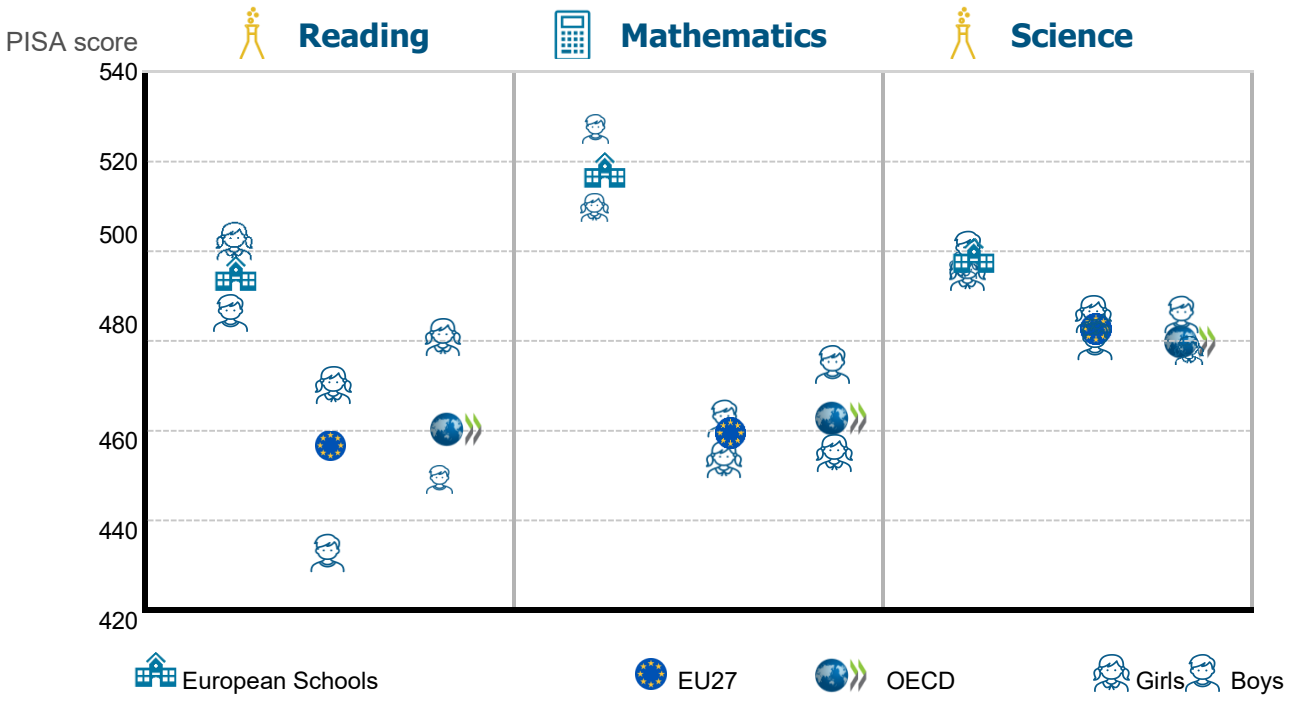
Boys challenged to meet basic proficiency levels in reading may struggle to access further education whilst the under-representation of girls among the top performers in Mathematics and Science may speak to the gender gap in STEM-related careers.

Examining performance by gender it is clear that the factors which influence success can be changed. In part, it is our social and cultural contexts, attitudes and behaviours that influence performance by gender (OECD, 2015).

For example, the OECD (2015) found that girls are more likely than boys to feel anxious about mathematics. They are also less likely than boys to believe they can successfully perform mathematics and science tasks at designated levels; to enrol in technical and vocational programmes or gain hands-on experience in potential careers through internships or job shadowing. These are all factors that can be addressed to support the girls in European Schools if such an issue exists. For example, you could support girls to feel more confident, believe in their own abilities and afford them the chance to engage in practical work experience in STEM-related fields.

The disparity in performance by gender is not innate or inevitable. Rather, it is something that you as a school can mitigate for if you have the evidence to identify the problem. Your **PISA for Schools** report provides you with critical data to show how European Schools is performing by gender.

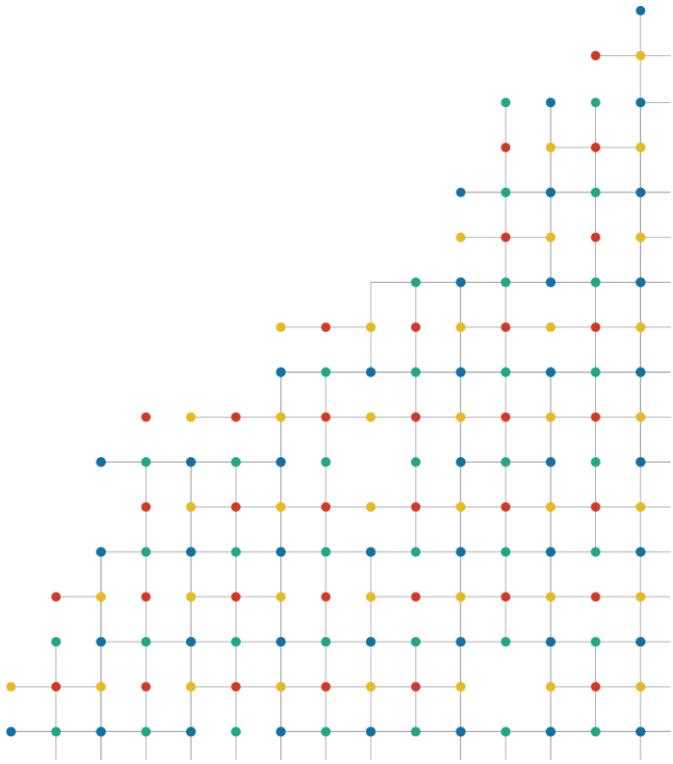
Figure 27. Student Performance in Reading, Mathematics, and Science by Gender



Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

Examining Figure 27, what does it tell you about the European Schools' performance by gender? Is there a particular cognitive strand where the disparity is significant? If so, consider why and what is happening in your teaching programme or amongst your community of learners that could be contributing to that gap?

If your results show similar performance between genders, consider how this has come to be? Are there interventions or approaches you are specifically using to achieve this? If so, could you share them with others to help close the gap?



3.7. Exploring Equity

Equity should be one of the key objectives in any strategy to improve an education system.

Equity in education is a matter of design and concerted policy efforts.

Achieving greater equity in education is not only a social justice imperative, but it is also a way to use resources more effectively, increase the supply of skills that fuel economic growth, and promote social cohesion.

PISA shows that, in most participating countries and economies, socio-economic status and an immigrant background are associated with significant differences in student performance. Yet PISA also shows that the relationship between students' background and their outcomes in education varies widely across countries.

PISA defines equity as high performance for students from all backgrounds, rather than as small variations in student performance only.

It may seem unusual to focus on early childhood education when reporting on a test of 15-year-olds in European Schools. However, PISA is an assessment of the cumulative learning that has occurred since birth and it has been proven that investments in early childhood education bring relatively large returns as children progress through school.

A comprehensive early childhood education in European Schools that focuses on improving socio-economic inclusion and enabling more families to provide better support for their children's education will benefit for all.

Would you like to know more about the policy implications of differences in equity? Read more **here.**

3.7.1. Low-performing Students

Poor performance at the age of 15 is the result of an accumulation of factors during the learners' childhood. Barriers to learning caused by disadvantage can affect children throughout their lives.

While there are learners who will defy the odds stacked against them, among low performers the combination of demographic risk factors (especially lack of access to pre-primary education) is more detrimental to disadvantaged than to advantaged students.

The OECD has found that low-performing students tend to have less perseverance, motivation, and self-confidence in mathematics than better-performing students, and they skip classes or days of school more.

Student absence patterns tell an interesting story too. 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.

How to address this issue of equity and low performance?

PISA data show that students attending schools where teachers are more supportive and have better morale are less likely to be low performers.

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 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, when comparing school systems whose educational resources are of similar quality.

Equipped with the evidence in this report to examine how European Schools are performing, you can now make tackling low performance a priority. You could start by discussing these prompts at your next staff meeting:

- How can you create a more supportive and academically demanding learning environment for your low performers?
- What steps should be taken to provide remedial support where needed as early as possible?
- Do European Schools have a clear policy regarding the identification of low performers that is understood by students, parents, and educators so they can access the support needed?
- Do you offer special programmes to meet the needs of students with specific learning needs (e.g. minority languages)?
- Reflect on your country, state, or district. Is there equitable access to early education? If not, how could European Schools advocate for this to help your future students?

Would you like to know more about why low-performing students fall behind and how to help them succeed? **Read here.**

3.7.2. Excellence and Equity in European Schools

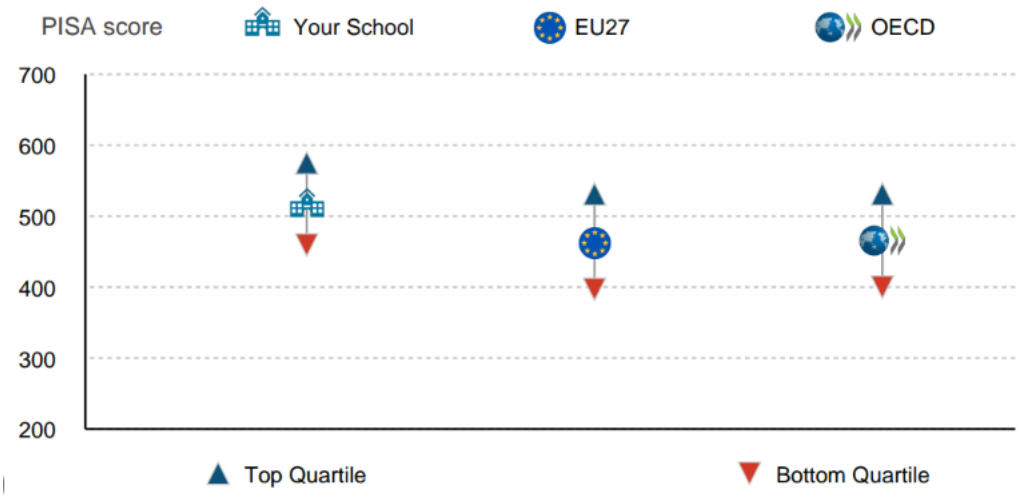
PISA results show that educational excellence and equity can be achieved within the same school system. That is, students can be high achievers on average while the influence of socio-economic status on their performance can be relatively small.

Figure 28 shows the difference in performance between the most and the least socio-economically advantaged students at European Schools next to corresponding, within-school results of EU27 and the OECD average in 2025.

For each domain, the figure presents data for European Schools, EU27 and the OECD the average performance of all students. It also highlights the performance of the top and bottom 25% of students according to their **ESCS Index** (the most and the least socio-economically advantaged students).

Measuring the performance gap between the highest- and lowest-performing students

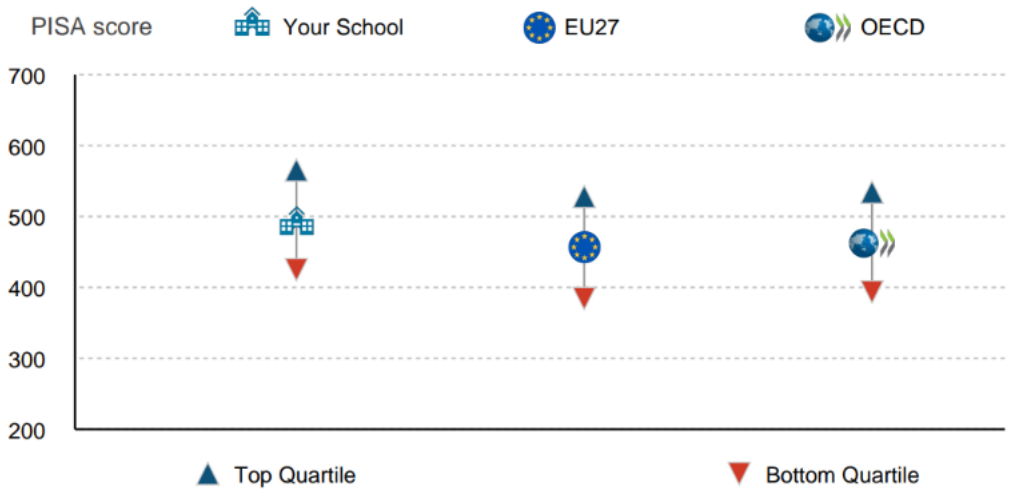
Figure 28. Mathematics by Quartiles



	European Schools	EU27	OECD
Top Quartile	575	529	529
Average	516	462	463
Bottom Quartile	457	395	397

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

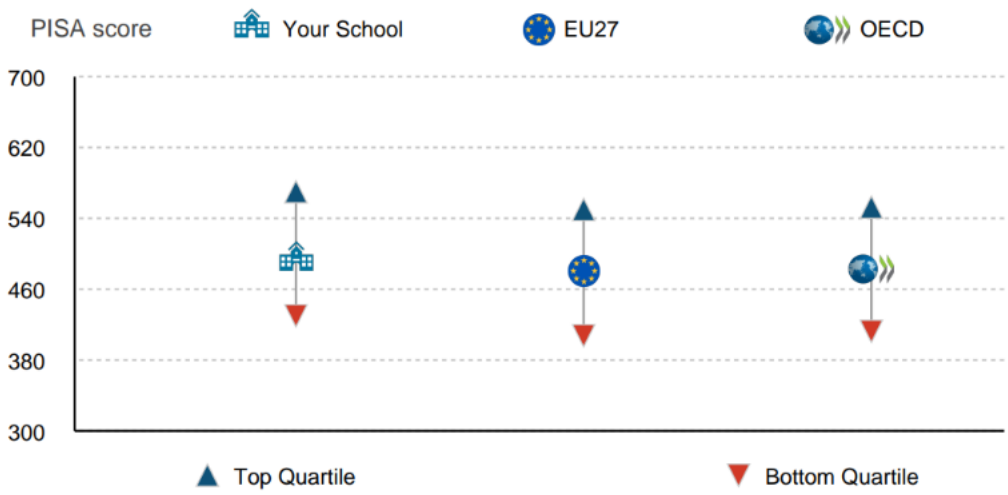
Figure 29. Reading by Quartiles



	European Schools	EU27	OECD
Top Quartile	563	527	533
Average	493	454	461
Bottom Quartile	425	383	391

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

Figure 30. Science by Quartiles



	European Schools	EU27	OECD
Top Quartile	**569**	**550**	**552**
Average	**497**	**478**	**482**
Bottom Quartile	**430**	**407**	**411**

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

PISA examines equity by looking at how well a student's socio-economic status predicts their performance (what PISA calls the strength of the socio-economic gradient).

Resilient students are those from disadvantaged backgrounds who beat the odds against them and perform at high levels when compared with students of the same socio-economic status from around the world.

Academically resilient students are those who are among the 25% most socio-economically disadvantaged students in their country but are able to score at Level 3 or above in all PISA subjects.

As you view your **PISA for Schools** report, reflect on the ESCS index of European Schools. Are your students showing academic resilience? Could more be done to support this? Are your students excelling and thriving in the learning environment you have created?

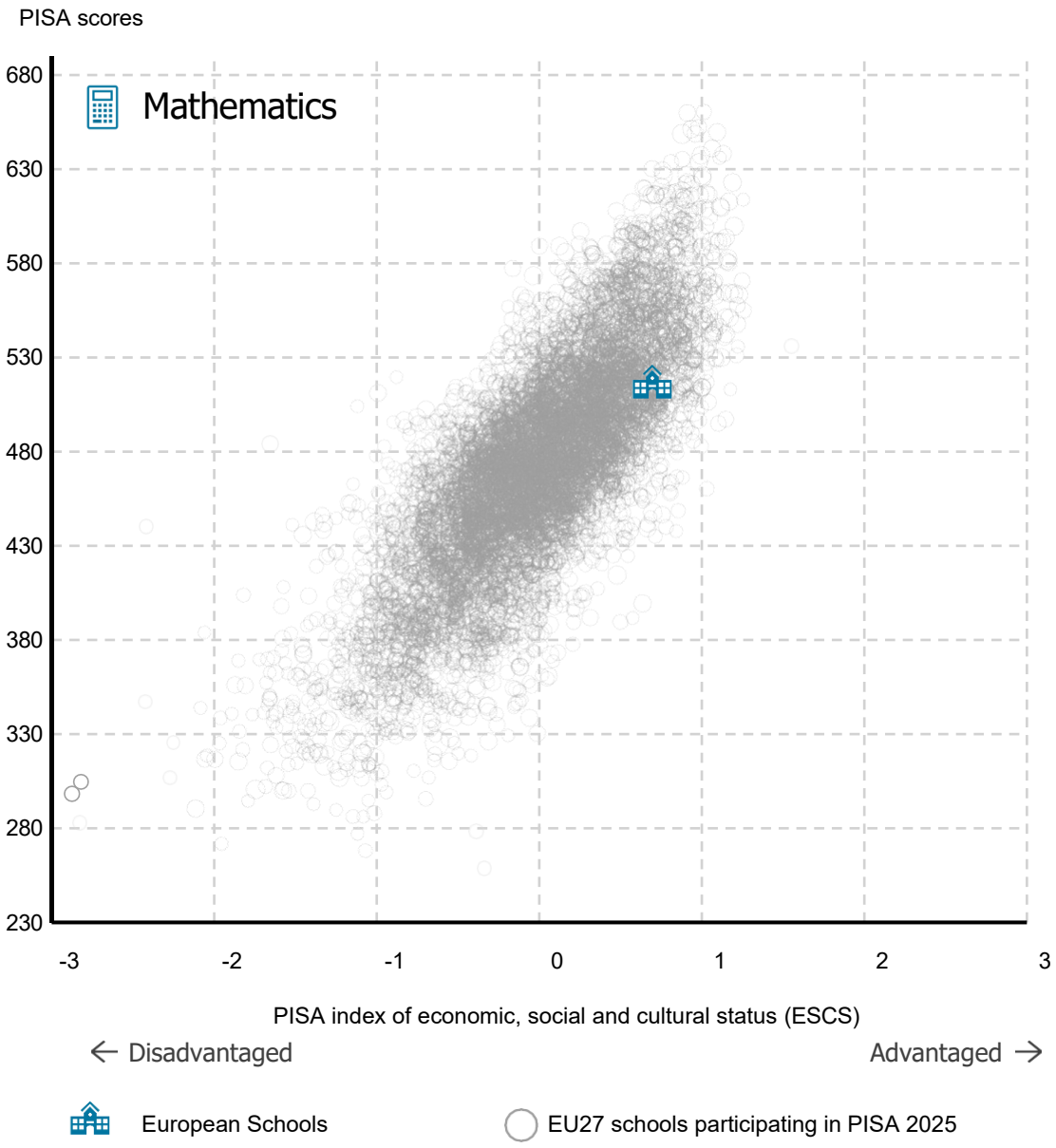
Participating in **PISA for Schools** is a valuable opportunity to harness the evidence provided from the testing data to facilitate meaningful, evidence-based conversations with European Schools leadership team about the opportunities to grow and evolve as a school. It is a collaborative and constructive process that relies upon you, the educators, knowing European Schools and their students best.

3.7.3. European Schools' Performance in the Socio-economic Context of EU27

The following three figures show the European Schools' results for Reading, Mathematics and Science in the socio-economic context of all schools from EU27 that participated in PISA 2025.

Let's look at European Schools' performance in mathematics first as an example to help make sense of the chart.

Figure 31. Socio-economic Context and Mathematics



Source: Data from schools in EU27 participating in PISA 2025. **oecd.org/pisa/data**

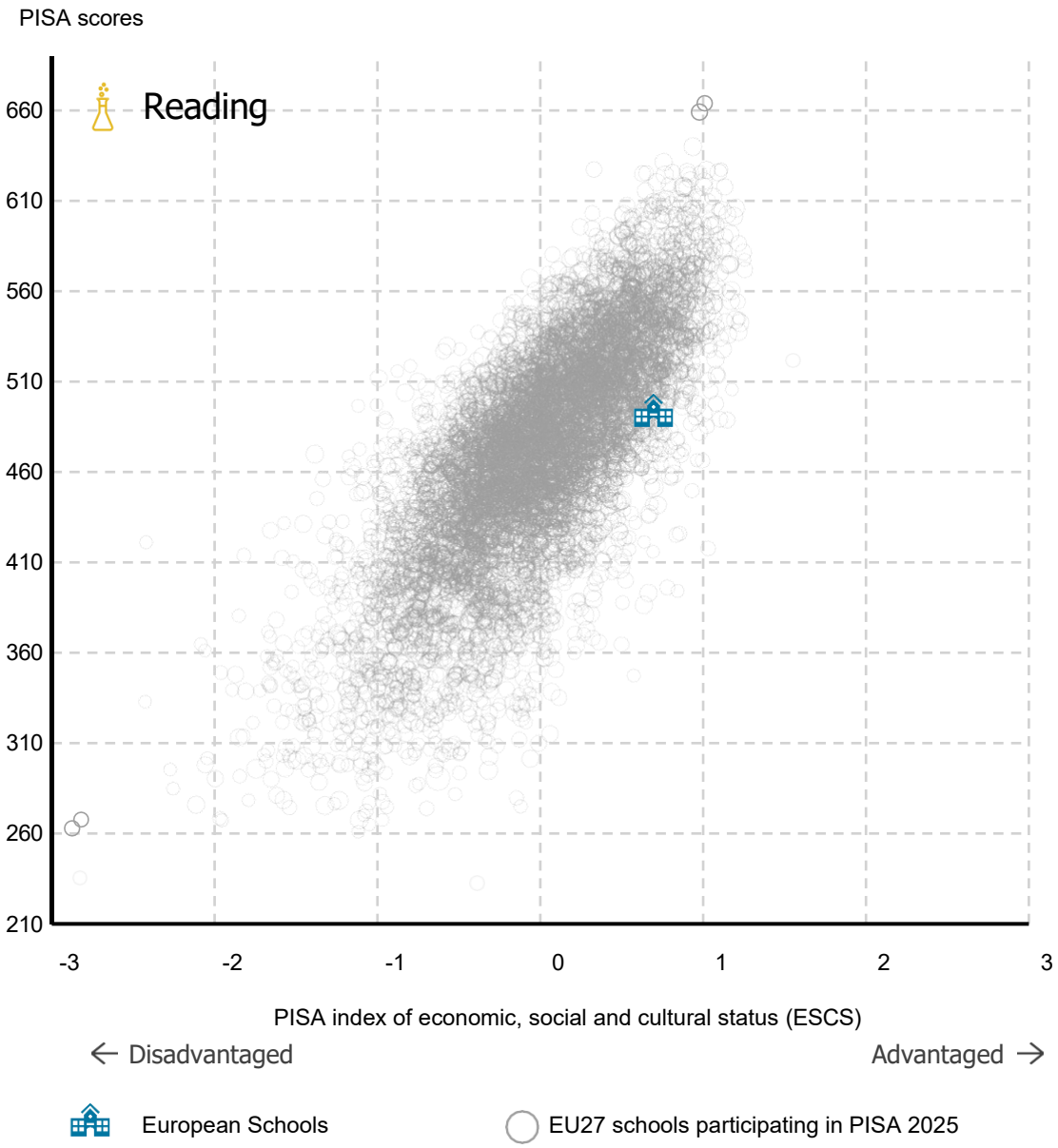
The scale on the left side of the figure (the y-axis) represents the performance on the PISA Reading, Mathematics, or Science scale. The scale at the bottom (the x-axis) refers to the socio-economic status of students as measured by the PISA index of economic, social and cultural status (ESCS).

When reading this chart, please keep in mind that as the values increase (from left to right), the average socio-economic status of students increases. Thus, schools that are plotted towards the lower end of the scale (-1.5 for example) will appear on the left side of the figure, and one may conclude that students in these schools, on average, come from more disadvantaged backgrounds. Schools plotted with higher **ESCS values**, such as +1.0 or higher, (towards the right side of the x-axis) serve students primarily from more advantaged backgrounds.

Start reading the figures by situating European Schools in context. Are you considered a more or less advantaged school according to this scale? Remember, this is in comparison to the other test-takers. Is this placement consistent with what you know about European Schools, or is it unexpected?

Are European Schools defying the odds or missing out on opportunities to support your students? How can you use these data to facilitate a conversation with European Schools about this?

Figure 32. Socio-economic Context and Reading



Source: Data from schools in EU27 participating in PISA 2025. **oecd.org/pisa/data**

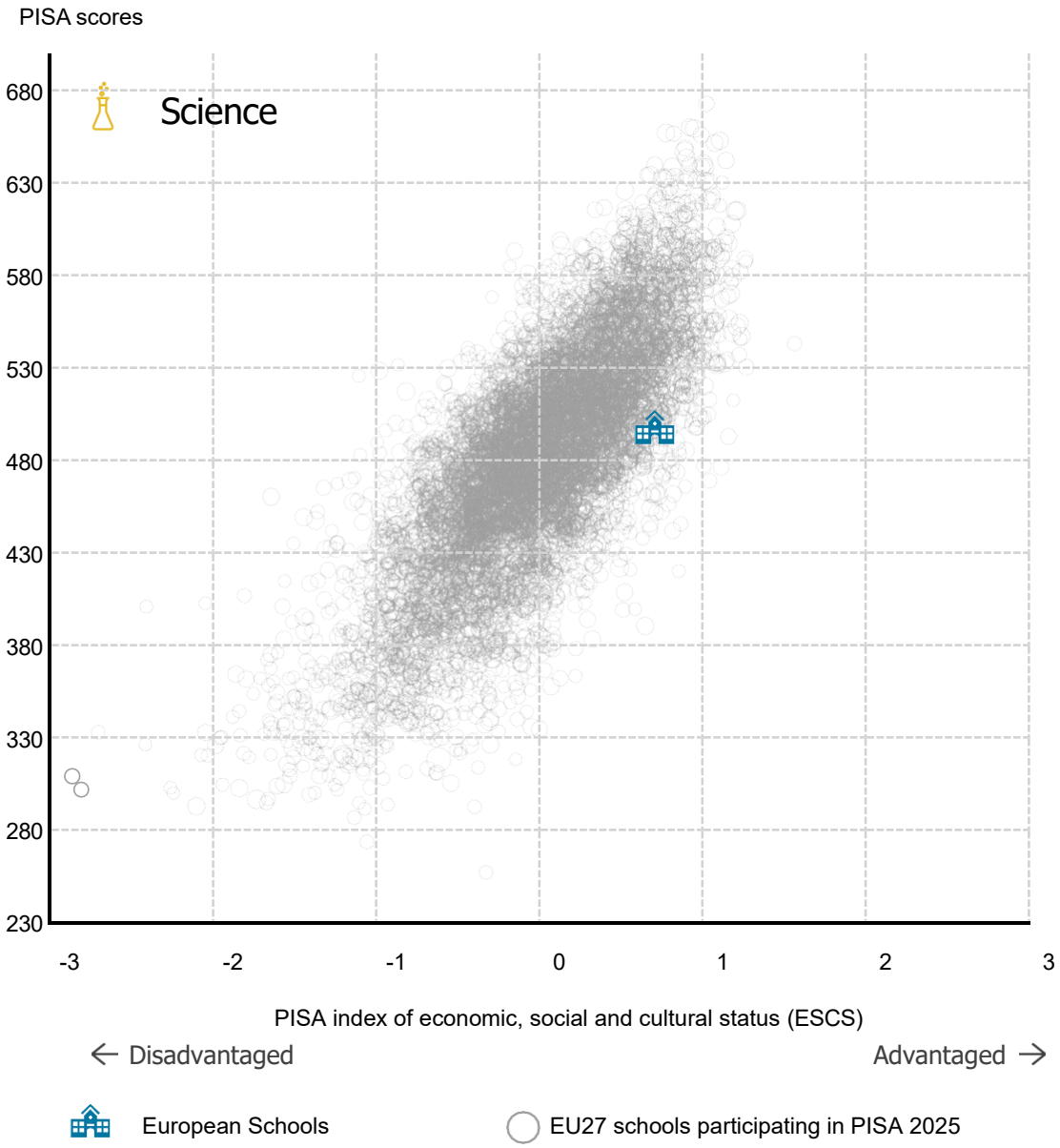
It is useful to compare the European Schools' results not only with all schools from EU27 that participated in PISA 2025 , but in particular with those whose students come from similar socio-economic contexts as yours. What is the performance of European Schools compared with the other schools? How does the performance of European Schools compare with its expected performance given the socio-economic background of your students?

Furthermore, it can be helpful to compare the European Schools' results with schools, whose students perform similarly but come from different socio-economic backgrounds.

Are European Schools achieving comparable performance with more or less advantaged students?

Figure 33 shows the European Schools' results for science in the socio-economic context of all schools from EU27 that participated in PISA 2025.

Figure 33. Socio-economic Context and Science



Source: Data from schools in EU27 participating in PISA 2025. **oecd.org/pisa/data**

4. Students' Voice

This chapter presents insights drawn from your students' responses, offering a detailed view of their experiences and perceptions across key aspects of their lives. Based on the collected data, it explores how students perceive their school and home environments, their levels of engagement, the role of digital devices in their learning, and their overall life satisfaction. These findings provide valuable context for understanding the factors shaping their educational experience and well-being.

The chapter begins with a focus on the **School Environment**, examining students' sense of belonging, the classroom disciplinary climate, feelings of safety, exposure to bullying, and perceived school safety risks. It then moves to the **Home Environment** exploring the extent of **Family Support** and **Time Spent on Homework**.

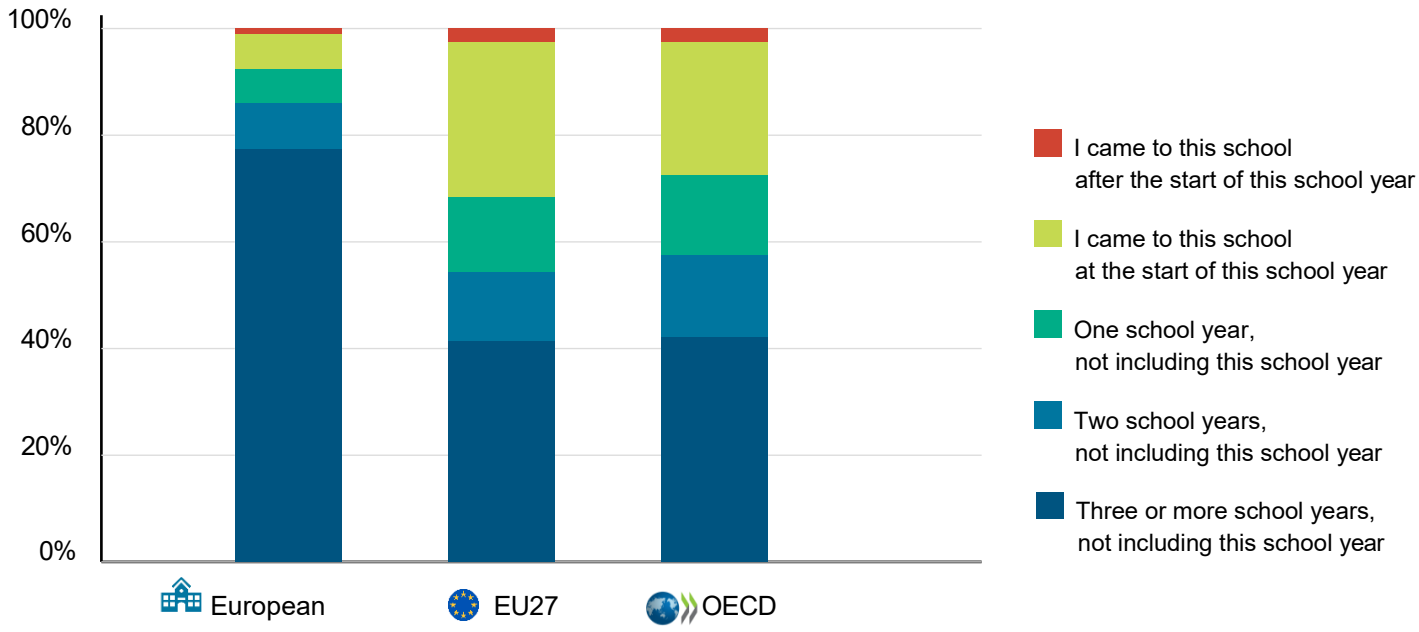
The next section addresses **Student Engagement**, delving into the **Quality of Student-teacher Relationships**, **Self-reported Truancy and Lateness, Long-term Absences**, and **Students' Growth Mindset**. The chapter also investigates **Digital Device Usage**, highlighting the **Time Students Spend Using Digital Devices** for learning or leisure at school. Finally, it examines **Overall Life Satisfaction**, capturing students' motivation and their perceptions of teaching practices, peer relationships, and their broader learning environment.

These insights, rooted in data from European Schools, provide a comprehensive understanding of your students' perspectives and experiences, offering a foundation for targeted interventions and improvements.

4.1. School Environment

When reading European Schools report, it is useful to know how long the students who were tested have been with you. Results based on a large sample of students who have been with you for a considerable period of time may be attributed to your influence and learning environment. This is harder to do with students who have joined you in the last year.

Figure 34. Length of Enrolment



	European Schools	EU27	OECD
I came to this school after the start of this school year	1.01	2.54	2.51
I came to this school at the start of this school year	6.55	29.04	24.87
One school year, not including this school year	6.31	13.93	15.02
Two school years, not including this school year	8.69	12.95	15.46
Three or more school years, not including this school year	77.44	41.55	42.14

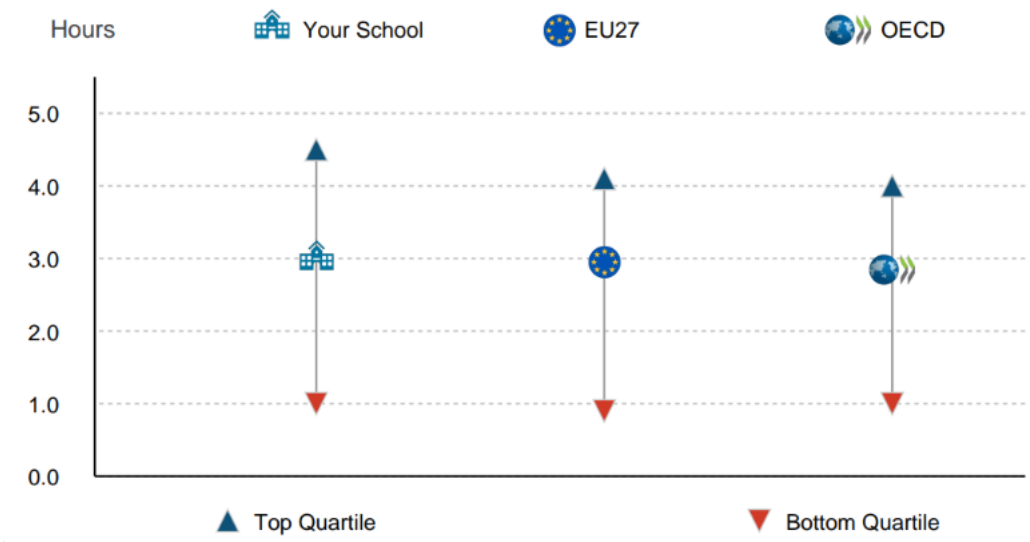
Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

4.1.1 Time Spent on Digital Devices for Learning or Leisure at School

There is much debate at present about the access to and time young people are spending on digital devices. Schools grappling with such debate may find this student response particularly relevant. The students were asked to report the number of hours they usually spend on digital devices per day during the current school year. They were asked to differentiate between time spent for learning and time spent for leisure.

The figure below presents the total number of hours students spend on digital devices at school during a typical school day, combining time spent for learning and for leisure activities.

Figure 35. Time Spent on Digital Devices for Learning or Leisure at School



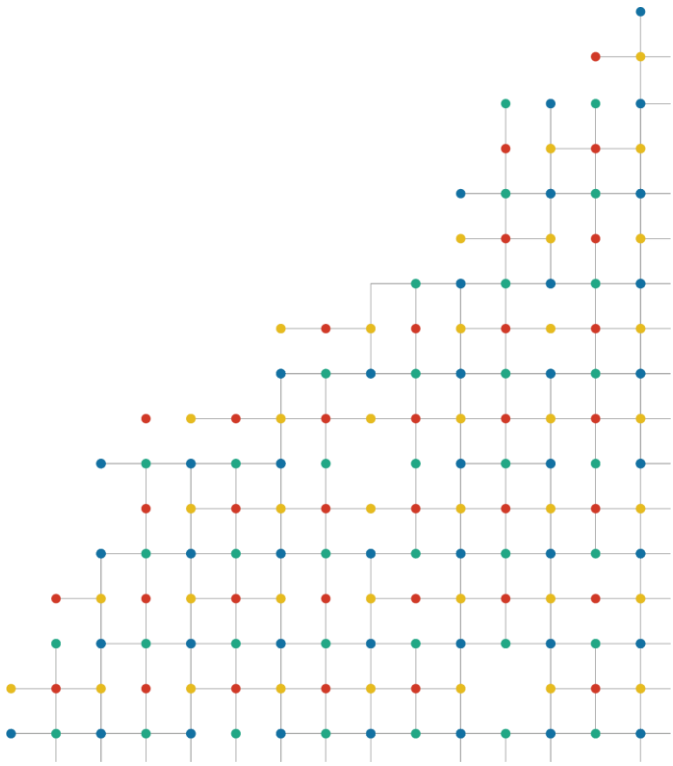
	European Schools	EU27	OECD
Top quartile	**4.50**	**4.02**	**3.96**
Average	**2.97**	**2.82**	**2.79**
Bottom quartile	**1.00**	**0.85**	**0.91**

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

How do European Schools' results compare with other schools in EU27?
How do they compare with the OECD average?
Were you surprised to see how much time your students are spending with digital devices?
Given that this was self-reported data, do you believe the real number is lower or higher?

The Goldilocks Hypothesis:

Przybylski and Weinsteins study (2017) found that the moderate use of digital devices is not intrinsically harmful and can even be positively associated with performance. It is the overuse and/or misuse of these devices that is negatively associated with performance. But how do we find out what is "just right" when it comes to the use of digital devices? These findings confirm the need for better guidelines on how to use digital devices at school. After all, as important as it is to know the time spent on the device, the content being used and viewed by the students is just as important to know.

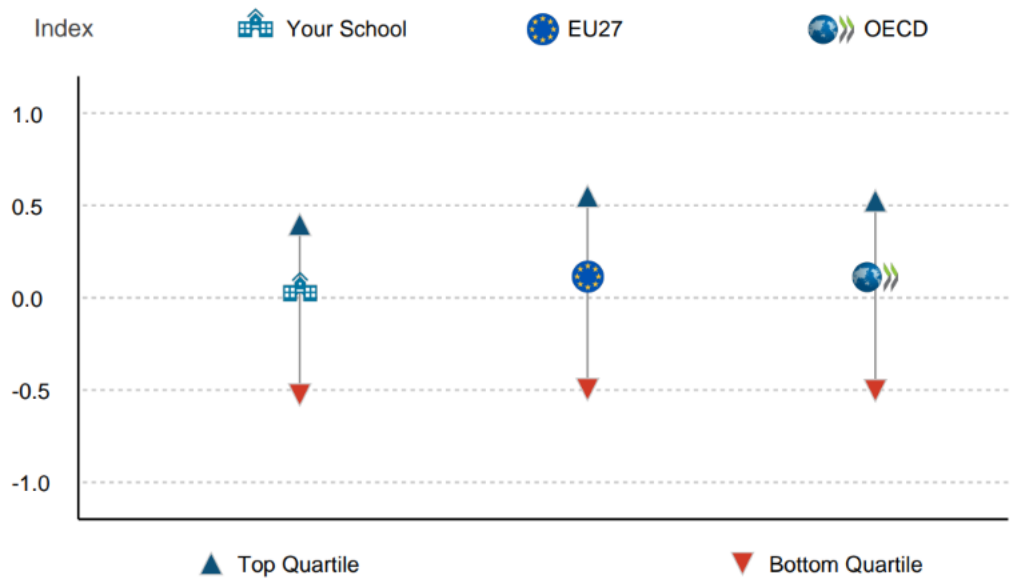


4.1.2. Sense of Belonging at School

Your students were presented with six school-related statements (see PISA Volume III, p. 247) such as, "I make friends easily at school" or "I feel lonely at school". They were asked the degree to which they agree with each statement using a scale from strongly disagree to strongly agree.

These statements and responses were compiled into an overall index to give a sense of belonging at school. The average was zero, with a standard deviation of one across the OECD countries. Positive values on this scale mean that a student reported a stronger sense of belonging at school than did students on average across OECD countries.

Figure 36. Sense of Belonging at School



	European Schools	EU27	OECD
Top quartile	0.40	0.55	0.53
Average	0.04	0.10	0.09
Bottom quartile	-0.53	-0.50	-0.50

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

PISA results showed that the students' sense of belonging at school was at or above the OECD average in 28 education systems; in 23 of those systems, sense of belonging at school was above the OECD average. How does European Schools compare to the OECD average in Figure 36 above?

One in five students, on average across OECD countries, reported feeling lonely or left out of things at school, only one in ten students reported this in school systems where students' sense of belonging at school was above the OECD average.

As you review the data for European Schools in Figure 36, reflect on the factors that promote a sense of belonging in European Schools. Do you feel the students' responses are a fair reflection of European Schools? If not, why not?

Consider the other stakeholders in European Schools. How would your teachers, parents, and caregivers respond to the same question?

Why Does a Sense of Belonging Matter?

A sense of belonging is important, as childhood is a social construct bound by place and time (Berthelsen et al., 2005). During these years, social interactions at home, in school and with the wider community shape us as individuals and enable us to learn, live and thrive.

Education systems that combine high performance, equity and well-being are those that perform well on tests like PISA. Yet, the PISA results find that high performance in students is not necessarily related to a greater sense of belonging at school. Nor is low performance a sign of a weaker sense of belonging.

The social constructs of home, school, and community all play a role in enabling life satisfaction. Importantly, in all countries/economies, students who enjoy more support from their families reported a greater sense of belonging at school, life satisfaction, and had more confidence in their capacity for self-directed learning (PISA Volume I, p. 232). So too, the increased availability of peer-to-peer tutoring has been associated with an increase in students' sense of belonging at school (PISA Volume 1, p.234).

In all countries/economies, students who enjoy more support from their families reported a greater sense of belonging at school (Volume, II, p. 119). Thus, reinforcing the importance of strong links and good communication between home and school. Support at home is important for student learning but also for their well-being. Given that students in education systems with more supportive families reported a stronger sense of belonging at school, how are you supporting home-school relationships at European Schools?

The next section on school safety and bullying should be read in conjunction with this section on the sense of belonging to view the students' experience of school holistically.

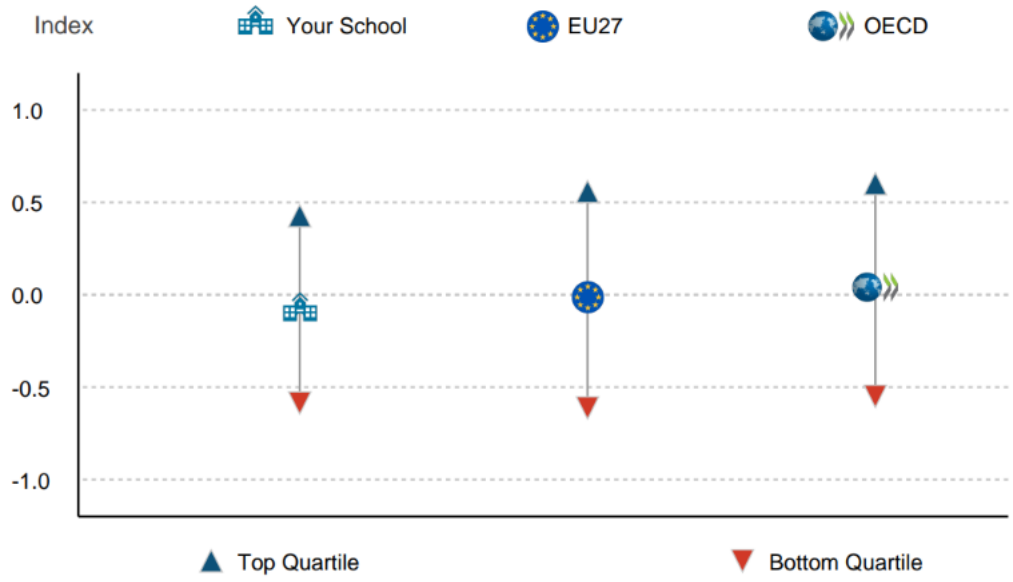
4.1.3. Classroom Disciplinary Climate

A school's disciplinary structure and adult support of students are the two key components of a positive school climate. Disciplinary structure refers to the idea that school rules are perceived as strict but fairly enforced.

Humans favour a structured and orderly environment. It results in students feeling more secure, becoming more engaged, and are less inclined to engage in high-risk behaviours. It is for this reason, perhaps, that PISA 2022 found that, on average, across OECD countries, the proportion of frequently bullied students is about 6 percentage points larger in schools with a poor disciplinary climate (worse than the country average) than the proportion in for students' and schools' socio-economic profile.

Figure 37 shows how your students responded to a series of questions about the classroom disciplinary climate at European Schools. Most related to noise, order and their ability to focus on learning tasks as a result. Data from 2022 on EU27 and the OECD average are shown for comparison.

Figure 37. Classroom Disciplinary Climate (Student-reported)



	European Schools	EU27	OECD
Top quartile	0.43	0.56	0.60
Average	-0.08	-0.03	0.02
Bottom quartile	-0.59	-0.61	-0.55

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

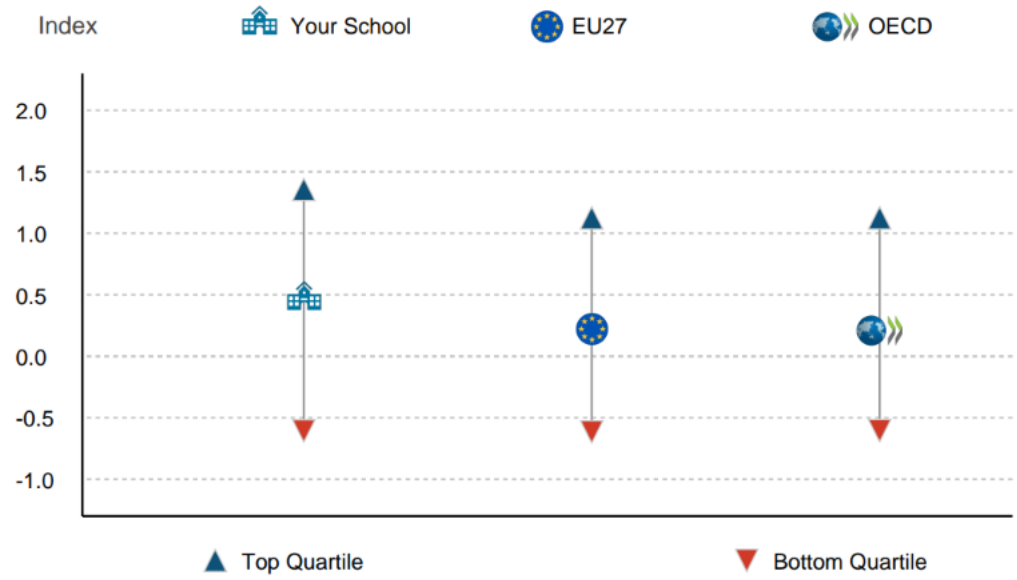
4.1.4. Feeling Safe at School

Your students were asked to express their degree of agreement with a series of statements regarding their safety at school. These include feeling safe on the way to school, in hallways and in the lunch area.

Answers to four statements were used to develop the index of feeling safe at school, with an average value of zero and a standard deviation of one across OECD countries. Positive values in the index indicate that the student reported feeling safer at and around school than did students on average across OECD countries.

Figure 38 shows how safe your students feel at European Schools. Comparative data is provided for EU27 and the OECD average.

Figure 38. Feeling Safe at School



	European Schools	EU27	OECD
Top quartile	**1.36**	**1.12**	**1.12**
Average	**0.47**	**0.20**	**0.18**
Bottom quartile	**-0.61**	**-0.61**	**-0.60**

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

In the PISA 2025 results, feeling safe at school was positively related to a range of aspects of well-being, but particularly strongly to a sense of belonging and life satisfaction. This echoes what was discussed in the previous section.

PISA 2025 data reported that students in high-performing systems and systems with a greater average sense of belonging at school reported feeling safer and less exposed to risks and bullying at their school (PISA Volume II, p. 102).

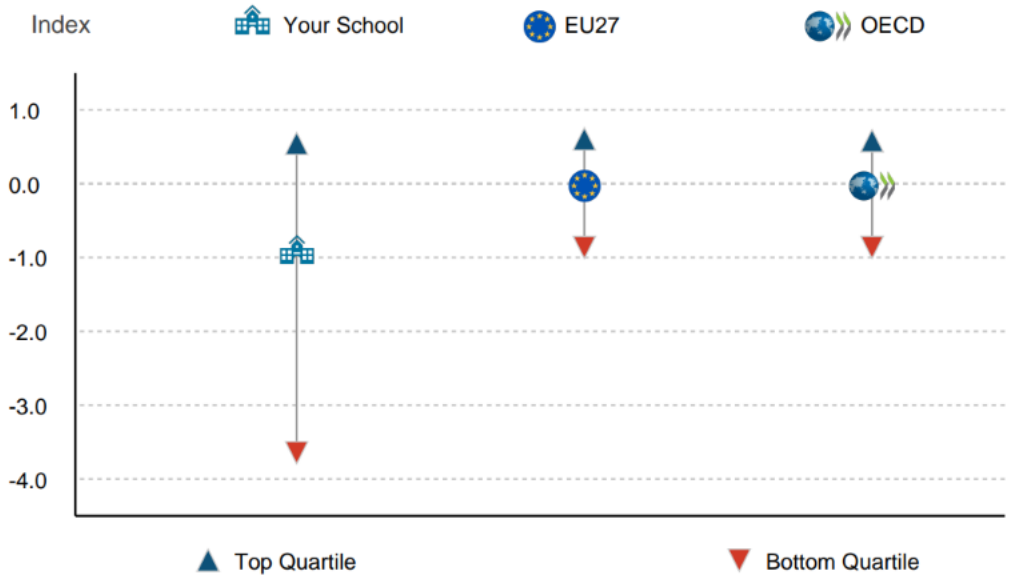
4.1.5. Exposure to Bullying

Teachers and school staff are in a unique position to promote healthy relationships among students. Protecting children from harm is the responsibility of all the adults in their lives, primarily parents and teachers. Close communication among these adults is essential for conveying consistent messages and supporting children in all the contexts in which they live, work, and play.

Young people who are more connected with their teachers and parents are less likely to be bullied; and even if they are bullied, they are less likely to develop crippling psychological problems as a result.

Your students were asked to self-report how often (during the 12 months prior to the test) they had exposure to relational bullying, verbal bullying, extortion bullying, physical bullying, or bullying of any other type in school (or on social media with school peers). Presented with nine statements, the students were invited to respond. Positive values in the index indicate that the student is more exposed to bullying at school than are students on average across OECD countries. Therefore, the higher the position on the chart, the bigger the problem.

Figure 39. Self-reported Exposure to Bullying



	European Schools	EU27	OECD
Top quartile	0.55	0.61	0.58
Average	-0.93	-0.07	-0.07
Bottom quartile	-3.64	-0.86	-0.86

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

Bullying at school can have long-lasting consequences for the psychological well-being of students (both victims and bullies), their families and the school community. Adolescents engaged in bullying as perpetrators, victims, or both are more likely to skip classes, drop out of school, and perform worse academically than schoolmates who have no conflictual relationships with their peers. Furthermore, they are also more likely to show symptoms of depression and anxiety, have low self-esteem, feel lonely, change their eating patterns and lose interest in activities.

4.1.6. School Safety Risks

What does it take for a student to feel safe at school? Your students were asked to help measure some of the safety risks at European Schools. To begin, the students were asked to provide "yes" / "no" answers to whether they had observed a list of risky behaviours during the previous four weeks. These included:

- Our school was vandalised
- I witnessed a fight on school property in which someone got hurt
- I heard a student threaten to hurt another student.

Using a single index, with an average value of zero and a standard deviation of one across OECD countries, their responses were analysed. Positive values in the index indicate that the student perceived greater risks at their school than did students on average across OECD countries. The results from European Schools are in the figure below.

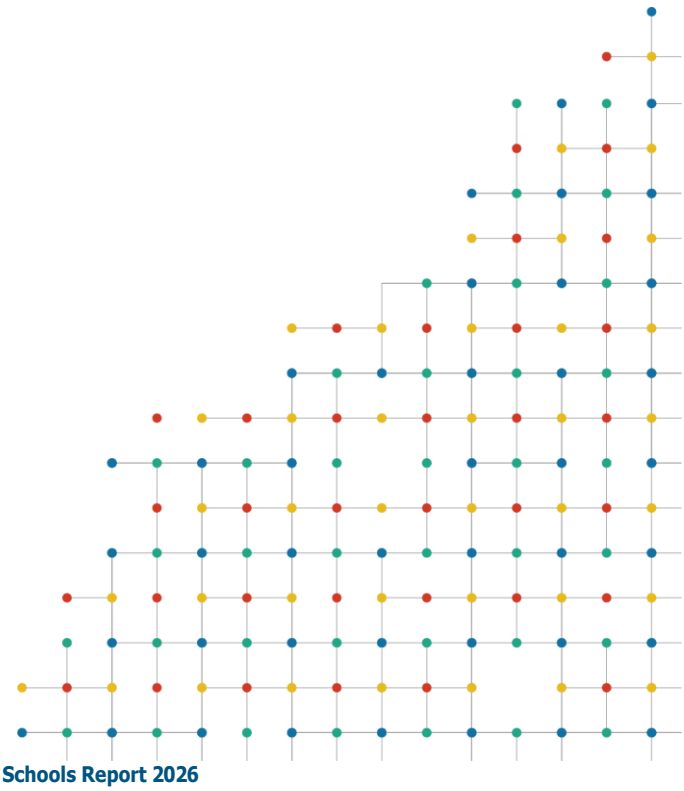
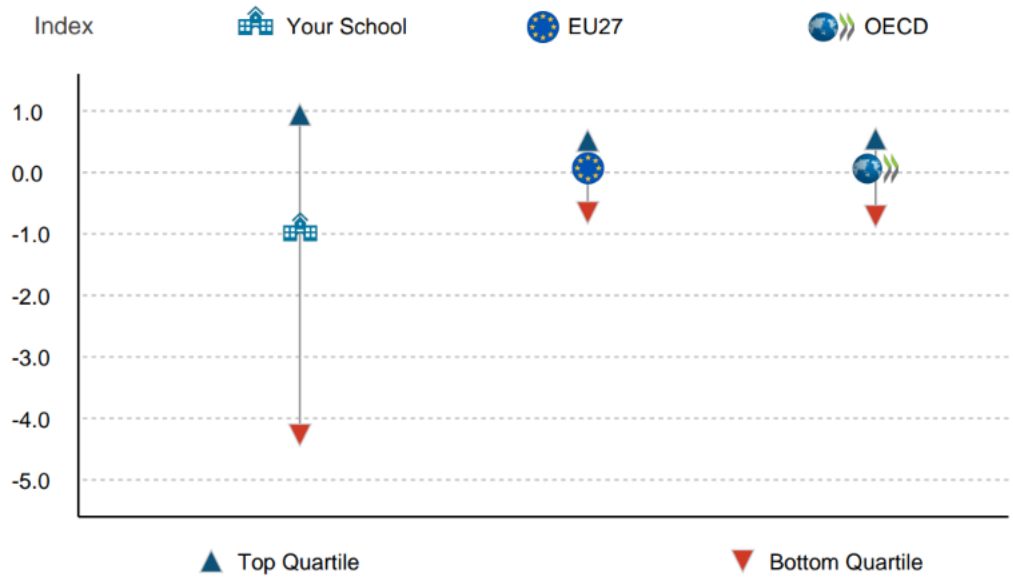


Figure 40. School Safety Risks



	European Schools	EU27	OECD
Top quartile	**0.94**	**0.52**	**0.55**
Average	**-0.94**	**0.02**	**0.01**
Bottom quartile	**-4.27**	**-0.66**	**-0.71**

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

In PISA 2022, students who reported feeling safer at school performed better and enjoyed a greater sense of well-being. Reflect on the perspectives your students shared here. Is European Schools a place where they feel safe? Would your teachers say the same? While these responses highlight significant physical risks, you may also consider the psychological safety of your students (and teachers). Do they feel safe to take risks in their learning? Are they willing to innovate and potentially fail?

In unsafe schools, teachers were found to provide less support and students felt less safe and connected. The OECD data show that many education systems and schools need to bolster efforts to improve student safety (PISA Volume II, p. 104). This is particularly true for students on the way to school and in places outside of the classroom, such as hallways or bathrooms.

Check back to the European Schools' ESCS Index. Across OECD countries and in most education systems, students in socio-economically disadvantaged schools were more likely than students in advantaged schools to report feeling unsafe. How does this finding relate to the European Schools' results?

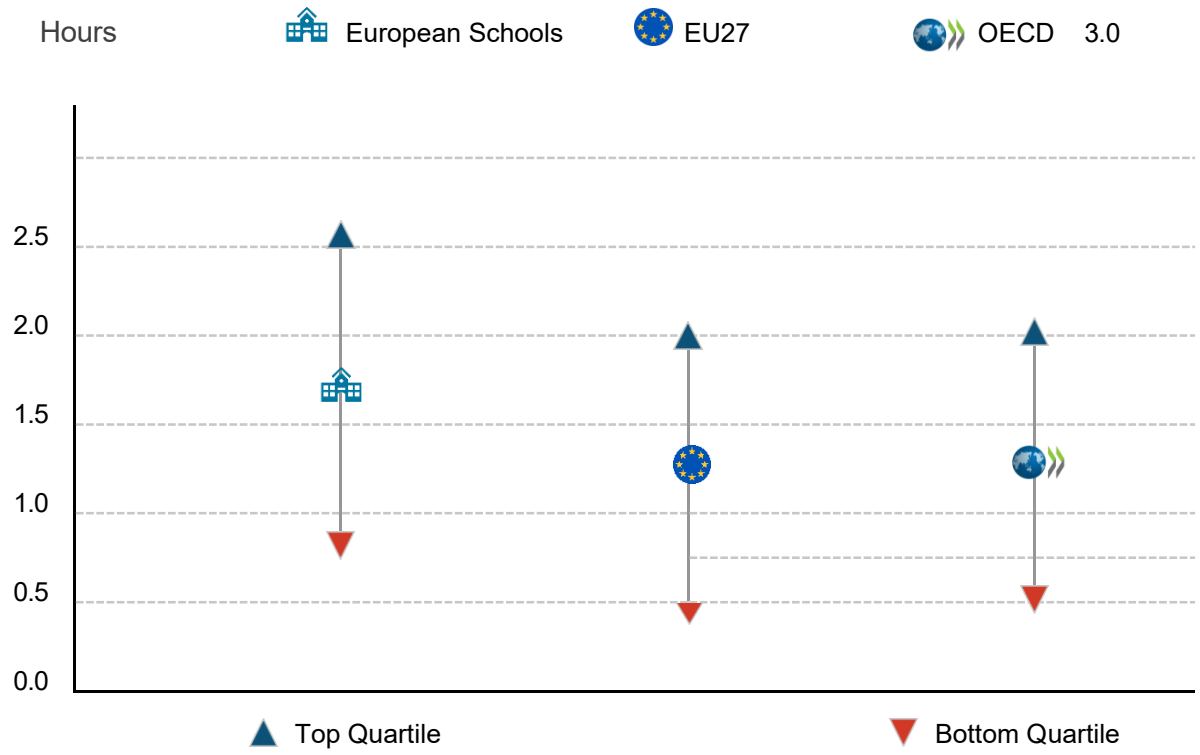
4.2. Home Environment

Given the importance of the relationship between home and school, this next section focuses on your students' home environment.

4.2.1. Time Spent on Homework

Your students were asked to measure the amount of time spent on homework in all subjects. This was derived from the students' own reports on the time they spend on homework in a typical school week.

Figure 41. Time Spent on Homework



	European Schools	EU27	OECD
Top quartile	2.50	1.93	1.95
Average	1.64	1.35	1.37
Bottom quartile	0.75	0.44	0.45

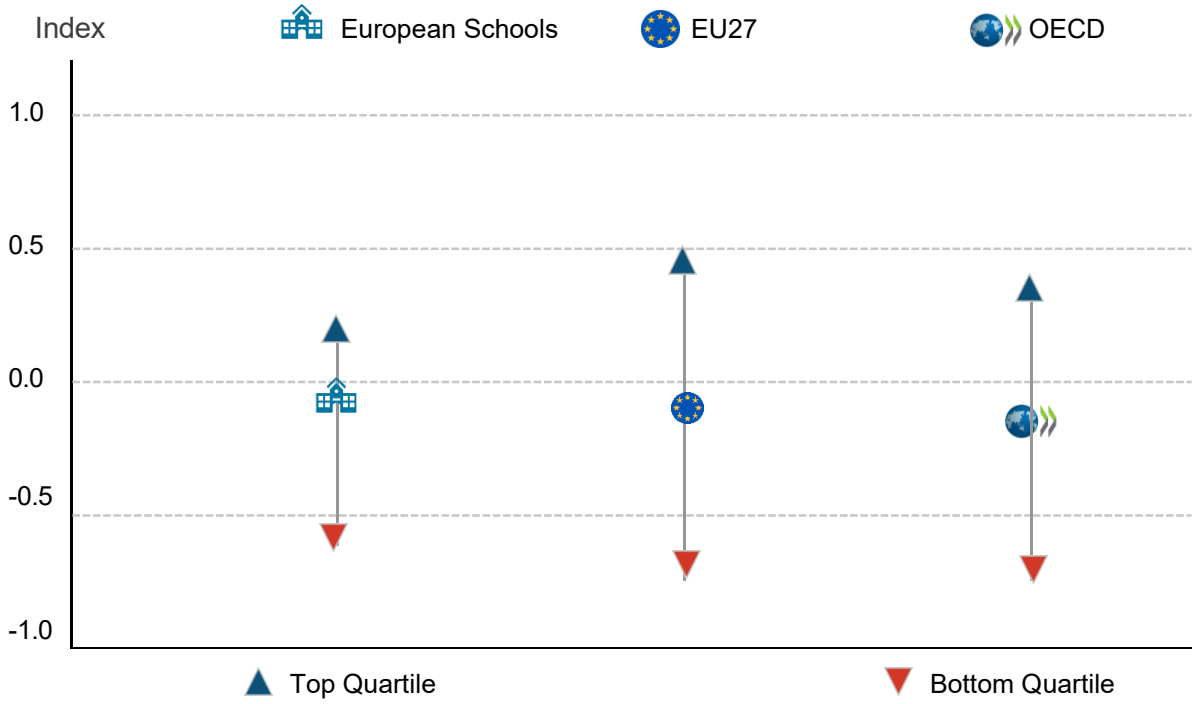
Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

The PISA data show that students who spent between one and two hours per day on homework scored, two points higher in mathematics, on average, than students who spent between half an hour and an hour per day, after accounting for students' and school's socio-economic profiles. However, similarly to the Goldilocks Hypothesis discussed previously in relation to digital devices, above two hours per day spent on homework was negatively associated with mathematics performance. Once again, it is about finding the amount that is "just right".

4.2.2. Family Support

In Figure 42, you will see data relating to the students' perceptions of how much support they receive from their families. This was measured using the Family Support Index, which uses PISA 2022 as its reference scale, with an OECD average of zero and a standard deviation of one in that reference year. The index was formed based on responses to ten scenarios relating to family support.

Figure 42. Student Perceptions of Family Support



	European Schools	EU27	OECD
Top quartile	**0.18**	**0.44**	**0.33**
Average	**-0.08**	**-0.14**	**-0.19**
Bottom quartile	**-0.62**	**-0.75**	**-0.77**

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

Students with positive values on this index perceived their family as more supportive than did students on average across OECD countries. The higher the position on the chart, the better.

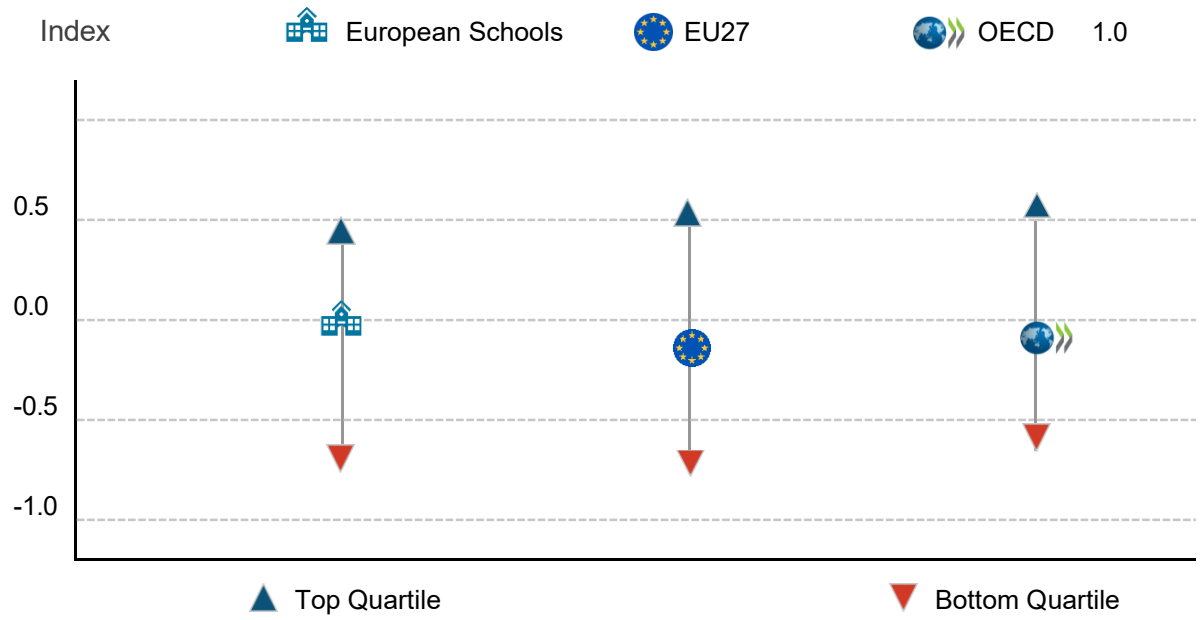
It is important to interpret this data with the diversity of your student population in mind. Consider the many cultures and backgrounds that your students come from. PISA 2025 reported that most students can rely on support from their family. However, families supported their children in many different ways. The imperative finding from this data is whether the students tested perceive themselves to be supported by their families.

4.3. Student Engagement

4.3.1. Quality of Student-Teacher Relationships

Figure 43 shows your students' agreement with eight statements pertaining to their relationships with the teachers in European Schools. Statements such as, "The teachers at my school are respectful towards me" and "When my teachers ask how I am doing, they are really interested in my answer" were presented and scaled using the index of quality of student-teacher relationships. Students with positive values on this index perceived the student-teacher relationships at school as more positive than did students on average across OECD countries.

Figure 43. Quality of Student-Teacher Relationships



	European Schools	EU27	OECD
Top quartile	0.37	0.46	0.56
Average	-0.08	-0.08	0.00
Bottom quartile	-0.66	-0.72	-0.65

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

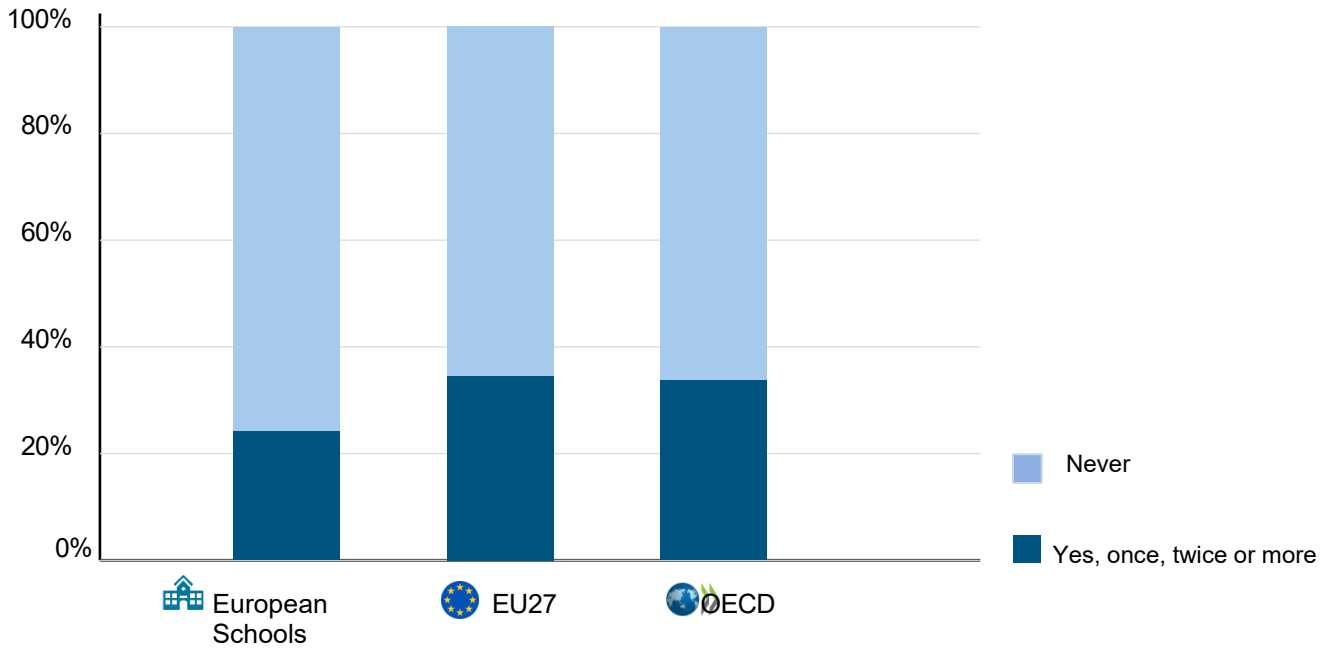
PISA data suggest that positive and constructive teacher-student relations are associated with better performance and can be a key vehicle through which schools can foster the social and emotional well-being of students. Interestingly, in schools with better teacher-student relations, students were also less likely to report that they arrived late for school or skipped classes or days of school during the two weeks prior to the PISA test. Reflecting on European Schools' data in Figure 43, how do you feel about your students' perceptions of their relationships with their teachers? Are they as you would expect from this cohort of students? How would your teachers rate the relationship in reverse?

4.3.2. Student Self-reported Truancy and Lateness

European Schools could be the best place in the world, but your students will not benefit if they are not there. Student absence and lateness is a critical element in understanding European Schools climate.

Your students were asked to self-report the number of times ("never", "one or two times", "three or four times", "five or more times") they had skipped a whole day of school, skipped some classes or had arrived late for school during the two full weeks of school prior to the assessment.

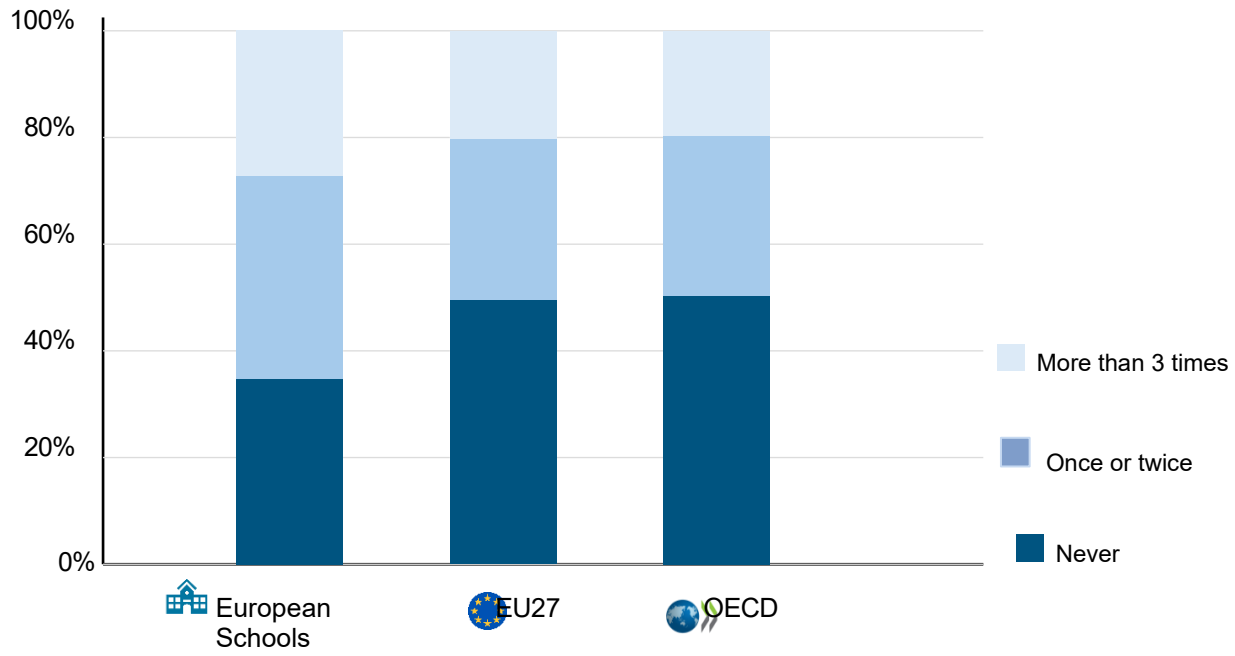
Figure 44. Student Self-Reported Absences



	European Schools	EU27	OECD
Yes, once, twice or more	24.36	34.51	33.87
Never	75.64	65.49	66.13

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

Figure 45. Self-reported Student Lateness



	European Schools	EU27	OECD
More than 3 times	27.24	20.21	19.64
Once or twice	37.87	30.17	30.06
Never	34.88	49.61	50.30

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data**

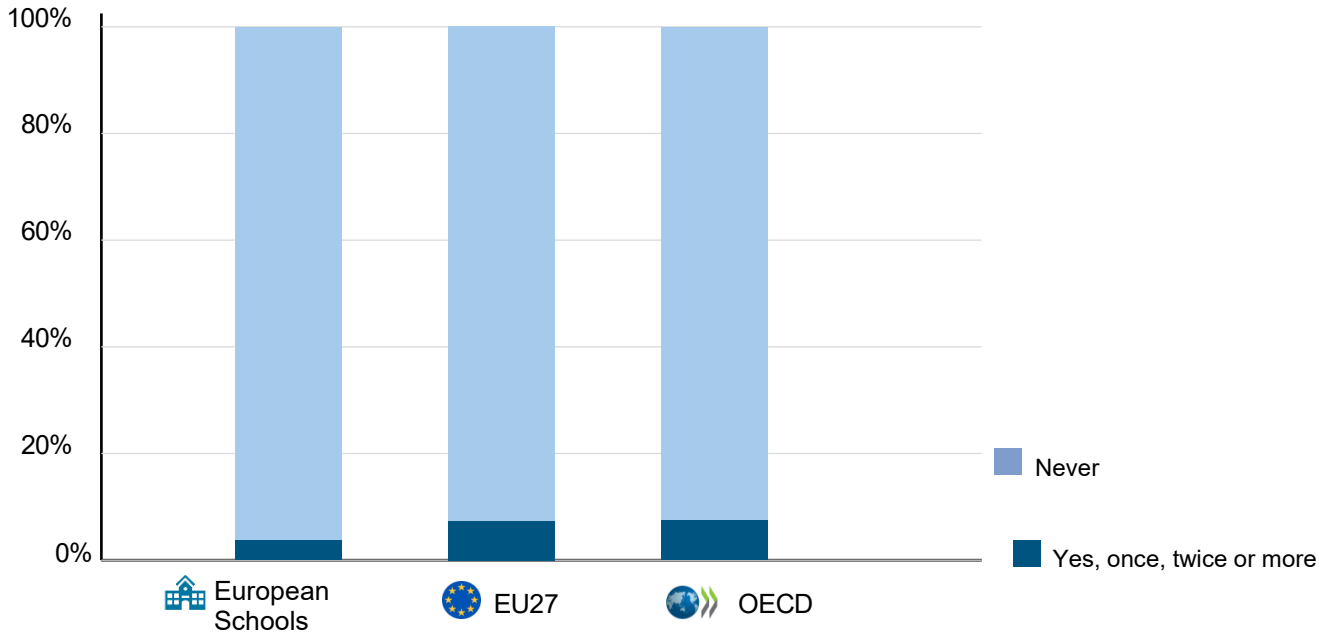
A clear understanding of students' absence and tardiness is useful as regular attendance and punctuality improves educational outcomes. Repeated and widespread student truancy is detrimental to the overall school climate and a warning sign of school dropout (Gubbels, van der Put and Assink, 2019).

Considering European Schools' results, are there conversations you need to facilitate with European Schools leaders, welfare team or support staff? Is the experience reported here by your students consistent with your own administrative records?

4.3.3. Long-term Student Absences

There are large numbers of students around the world who are missing from classrooms for extended periods of time for many and varied reasons. This data will help you understand if any of your students reported being absent from school for an extended period of time during their school life.

Figure 46. Long-term Absence from School



	European Schools	EU27	OECD
Yes, once, twice or more	3.92	7.32	7.59
Never	96.08	92.68	92.41

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

Long-term absenteeism is defined here as missing school for more than three consecutive months. For comparison purposes, on average across OECD countries only 8% of students reported that they had missed more than three consecutive months of primary, lower, or upper secondary school.

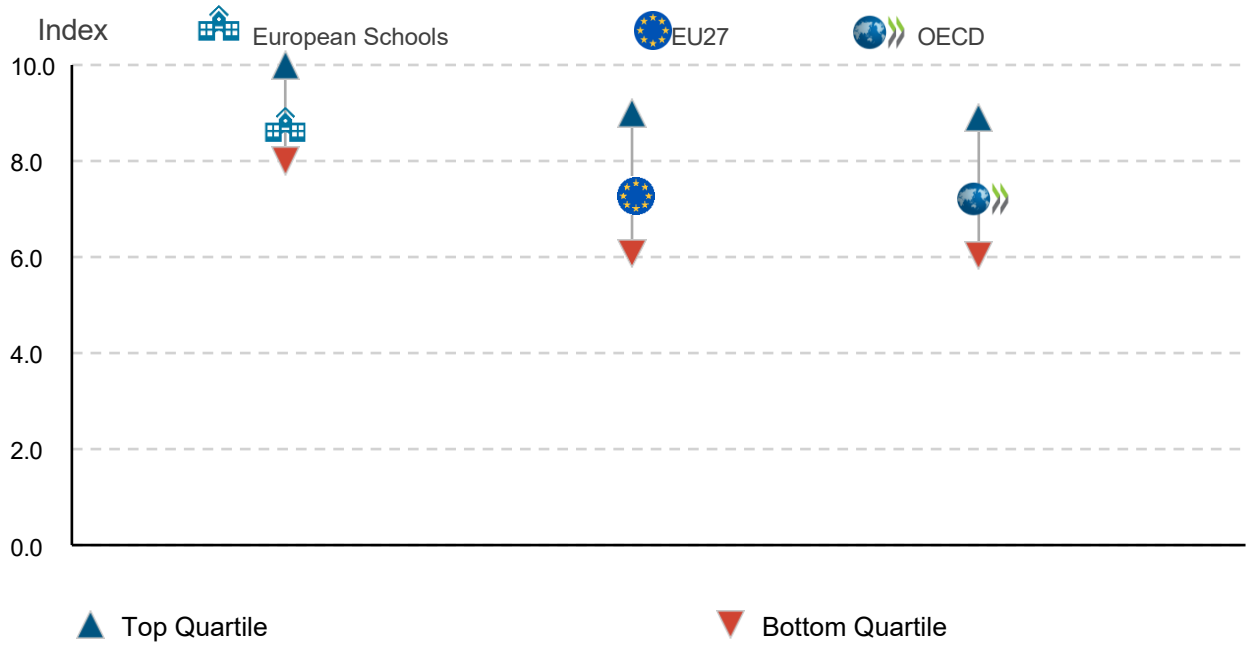
Identifying long-term absenteeism is an essential first step in working to address it. We know from the PISA 2022 data that long-term absenteeism is particularly harmful to students' academic success, especially at higher levels of education. While students who missed school for longer in primary education scored 35 points lower in mathematics, students who did so in lower or upper secondary education scored 41 and 59 points lower, respectively, than their peers who did not miss school for such long periods, on average across OECD countries.

4.3.4. Overall Life Satisfaction

In the previous section data was presented regarding your students' perception of their family support. In PISA, students who were supported at home had more positive attitudes towards school and learning. They also reported a greater sense of belonging at school and life satisfaction, and more confidence in their capacity for self-directed learning.

These data present your students' overall life satisfaction compared to the OECD average.

Figure 47. Overall Life Satisfaction



	European Schools	EU27	OECD
Top quartile	**10.00**	**9.00**	**8.91**
Average	**8.77**	**7.25**	**7.22**
Bottom quartile	**8.00**	**6.08**	**6.03**

Source: Data for EU27 and the OECD were obtained from OECD (2026), PISA 2025 database, **oecd.org/pisa/data** Most parents attending a meeting with the teacher will want to know two things:

- Is my child happy?
- Is my child achieving as expected?

As teachers, we hope to know the same. This data provides you with a valuable insight into how your students are feeling and perceiving their place in the world, now and in the future.

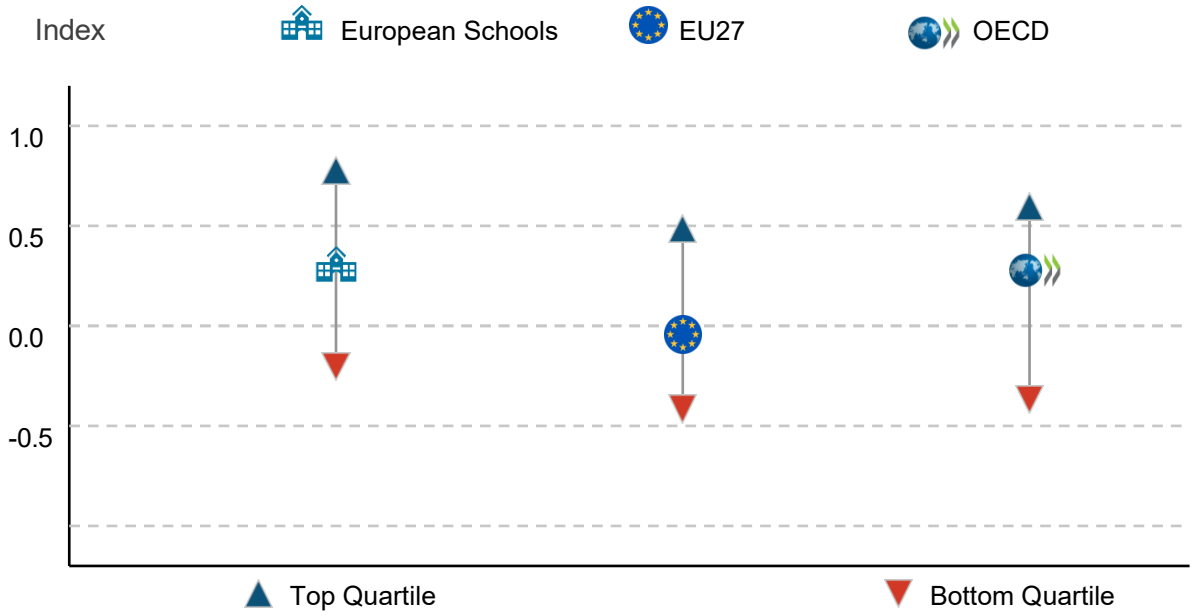
However, please apply caution when interpreting data with a strong subjective component, such as this, which are likely to be influenced by culture and personality (PISA Volume II, p.309).

4.3.5. Growth Mindset

According to PISA, a growth mindset refers to the belief that one's abilities and intelligence can be developed through effort, learning, and perseverance. Students who hold a growth mindset are more likely to view challenges as opportunities to improve, persist through difficulties, and embrace learning from mistakes. The growth mindset is linked to positive attitudes towards learning, higher academic achievement, and greater aspirations for further education. It contrasts with a fixed mindset, where individuals believe their abilities are static and cannot be significantly improved.

The following figure shows the level of students' belief in a growth mindset at European Schools considering differences in student and school characteristics. It also compares the level of growth mindset of your students with EU27 and the OECD average.

Figure 48. Growth Mindset



	European Schools	EU27	OECD
Top quartile	**0.78**	**0.49**	**0.60**
Average	**0.29**	**-0.06**	**0.02**
Bottom quartile	**-0.20**	**-0.42**	**-0.37**

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

5. Insights on learning and assessment in a second language

In the following section, a more detailed analysis is undertaken to examine differences in performance across the main language groups within the European Schools system (L1, L2, SWALS, and L2 non-SWALS). Beyond comparing average achievement scores, the analysis explores the full distribution of student performance in Mathematics, Science, and Reading, highlighting where language groups differ most substantially. Attention is given to variations across the achievement spectrum through percentile-based comparisons, allowing differences among lower-, middle-, and higher-performing students to be identified.

5.1. Comparing proficiency distributions of L1 and L2 student populations

Figure 49 shows that the proficiency distributions of the L1 and L2 groups in mathematics are highly similar. The two distributions overlap substantially across the entire achievement range, indicating that students in both language groups display comparable performance patterns. While the L2 mean score is slightly lower than the L1 mean score, the difference is small relative to the overall spread of scores and is unlikely to represent a meaningful gap in achievement. Differences are limited to minor variations at specific points of the distribution, whereas the general shape, central tendency, and dispersion remain remarkably alike. Overall, the figure suggests that language group membership is associated with only limited differences in mathematics performance among European Schools students.

Figure 49. L1 and L2 Mathematics proficiency distributions and means

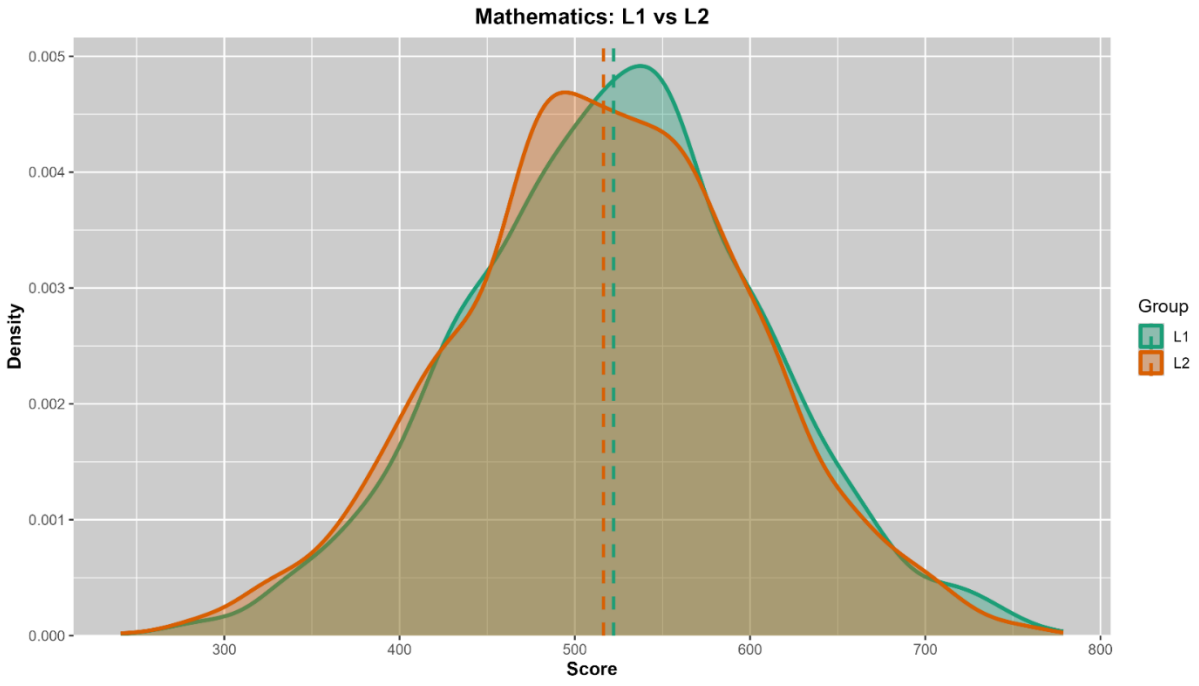


Figure 50. L1 and L2 Reading proficiency distributions and means

Figure 50 compares the reading proficiency distributions of the L1 and L2 groups. While the distributions overlap considerably, the L1 distribution shifted slightly towards higher scores, resulting in a modestly higher mean score compared with the L2 group. Differences are visible across parts of the achievement range, particularly around the centre of the distribution, where the L1 group is more concentrated at higher proficiency levels. Nevertheless, the overall shapes of the distributions remain similar, indicating that students in both language groups share broadly comparable performance patterns. Overall, the findings suggest a small advantage for the L1 group in reading achievement.

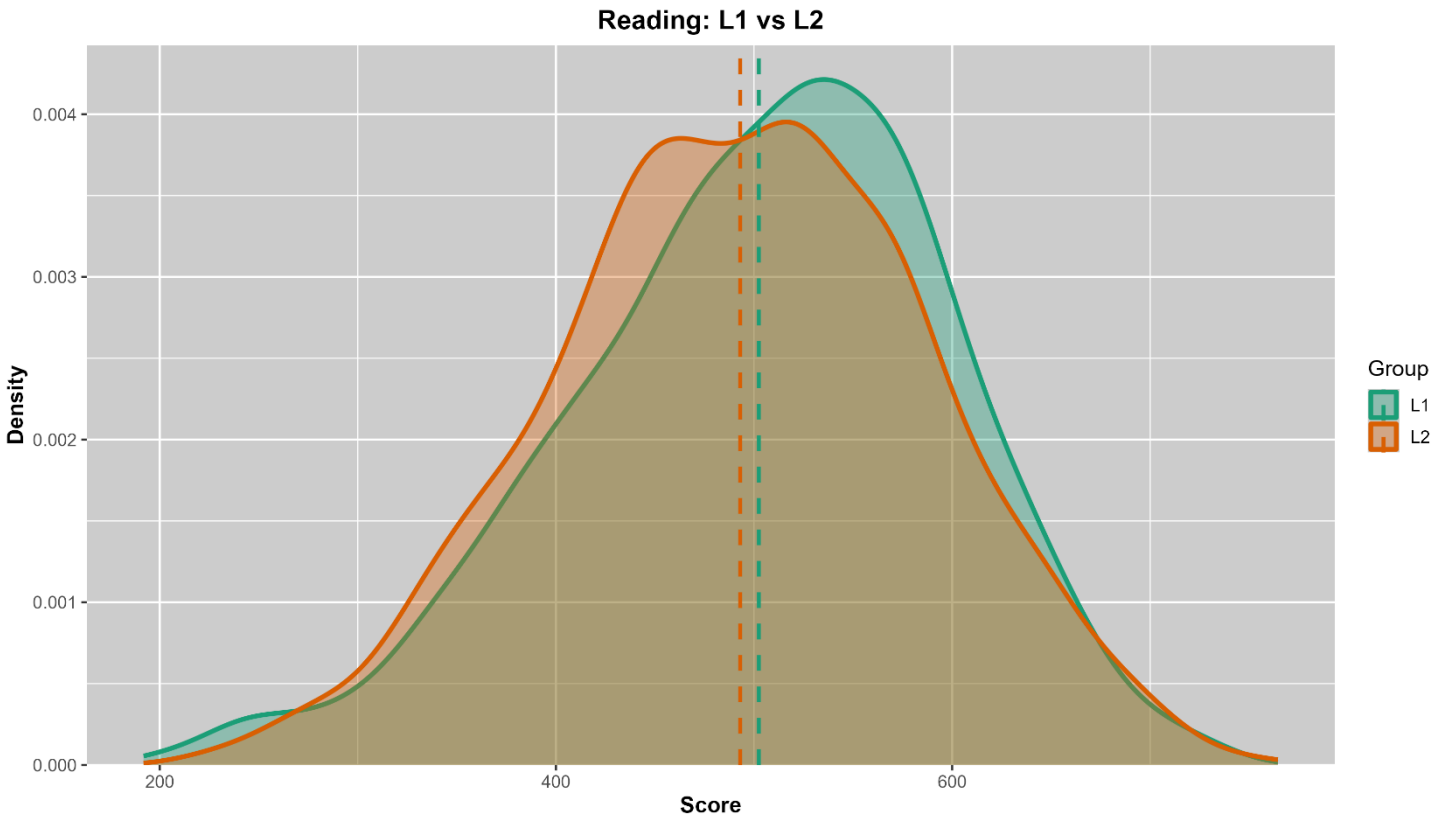


Figure 51. L1 and L2 Science proficiency distributions and means

Figure 51 compares the science proficiency distributions of the L1 and L2 groups. The two distributions overlap extensively and display very similar shapes, indicating comparable patterns of achievement across the performance spectrum. Mean scores are almost identical, with the L1 group achieving a marginally higher average score than the L2 group. Small differences can be observed at specific score ranges, but these variations do not substantially alter the overall similarity of the distributions. Overall, the results suggest that science achievement is broadly comparable between students in the L1 and L2 language groups.

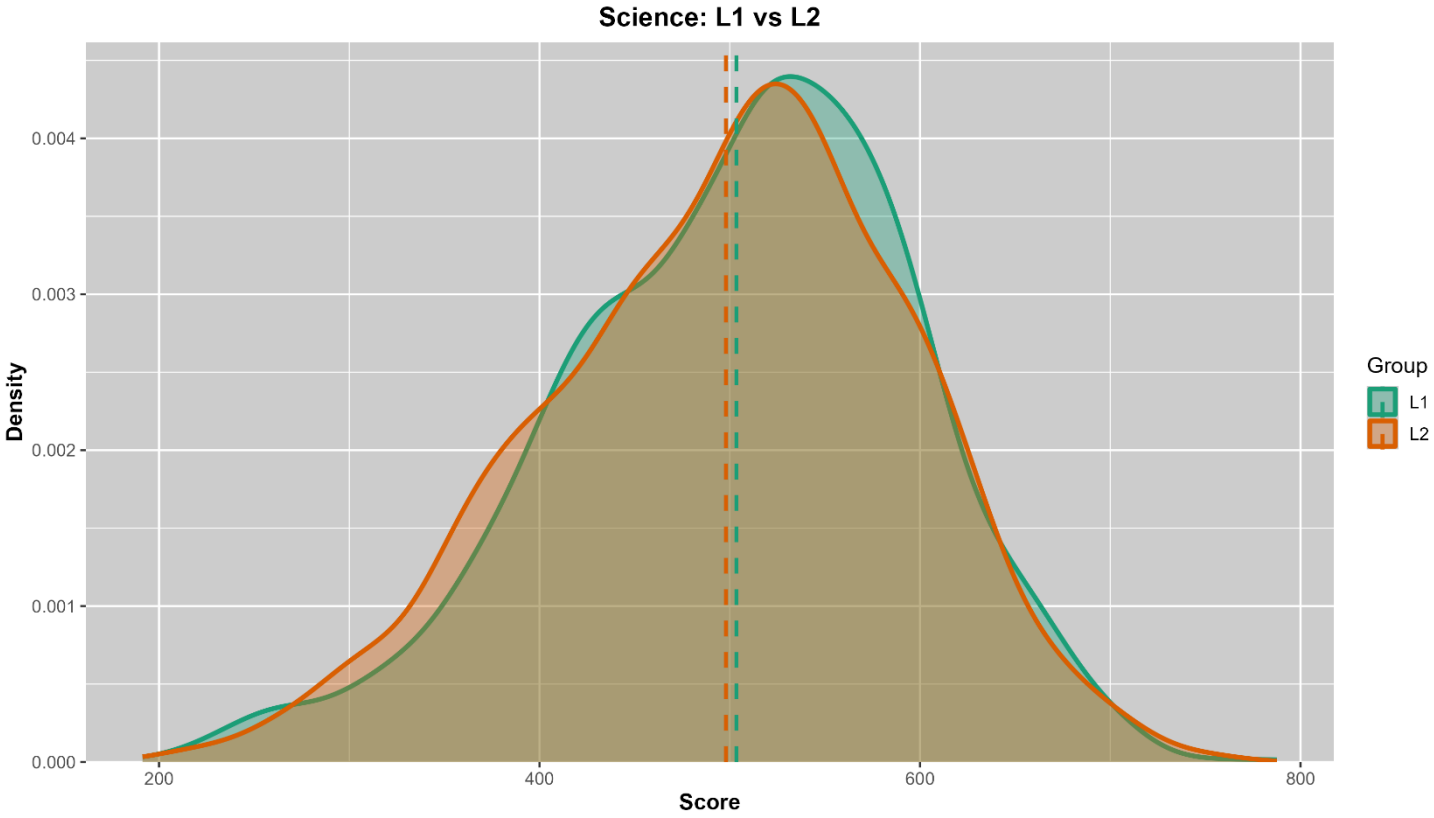


Figure 52, 53 and 54 present average achievement scores in Mathematics, Science and Reading by gender across the main European Schools language groups (L1, L2, L2 without SWALS and SWALS). In Mathematics, boys significantly outperform girls in L1, L2 and L2 without SWALS, while no significant gender difference is observed among SWALS students. In Reading, girls significantly outperform boys only in L1, with no significant differences in the other groups. In Science, no significant gender differences are observed in any group.

Figure 52. Average proficiency in Mathematics by language group and gender

Mathematics

Gender	L1	L2	L2 no SWALS	SWALS
All	519	512	508	527
Girls	510	503	499	518
Boys	530	521	517	535
Comparison	**Boys** outperform girls	**Boys** outperform girls	**Boys** outperform girls	**Girls and boys** perform similarly

Figure 53. Average proficiency in Science by language group and gender

Science

Gender	L1	L2	L2 no SWALS	SWALS
All	502	491	484	518
Girls	501	487	481	507
Boys	503	496	487	527
Comparison	**Girls and boys** perform similarly	**Girls and boys** perform similarly	**Girls and boys** perform similarly	**Girls and boys** perform similarly

Figure 54. Average proficiency in Reading by language group and gender

Reading

Gender	L1	L2	L2 no SWALS	SWALS
All	499	487	481	508
Girls	507	493	486	518
Boys	490	481	476	499
Comparison	**Girls** outperform boys	**Girls and boys** perform similarly	**Girls and boys** perform similarly	**Girls and boys** perform similarly

5.2 Comparing percentile scores of L1 and L2 student populations

Figure 55. L1 and L2 Mathematics percentile scores

It can be observed that in mathematics, the figure shows that there is very little difference between L1 and L2 performance at any percentile. Throughout the whole distribution though, the L1 group scores just slightly higher than the L2 group.

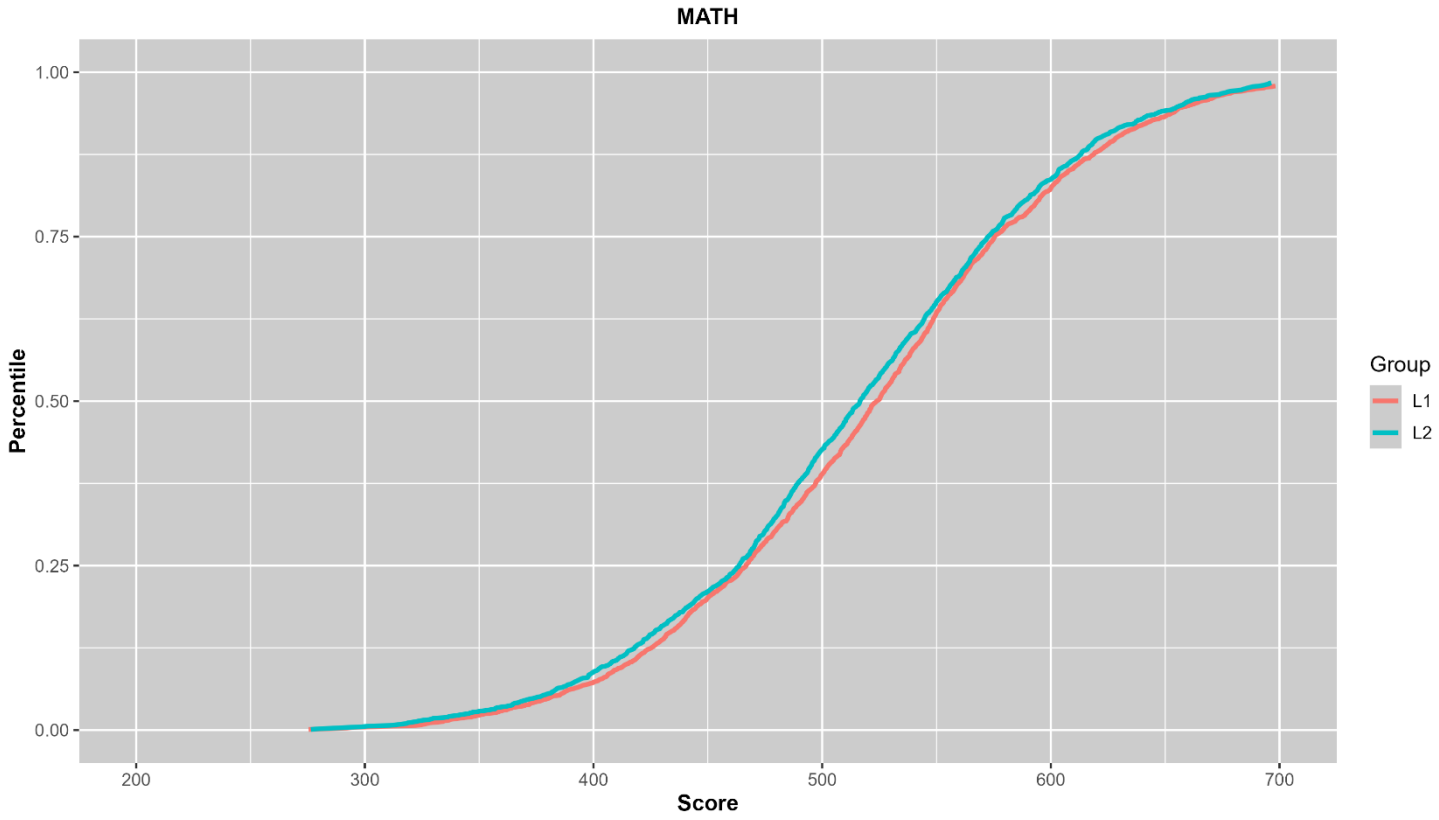


Figure 56. L1 and L2 Reading percentile scores

Here in Figure 56 is where the difference is more pronounced. In the Reading domain the language group is irrelevant for low scorer and the very high ones, but at the difference in the middle is significant.

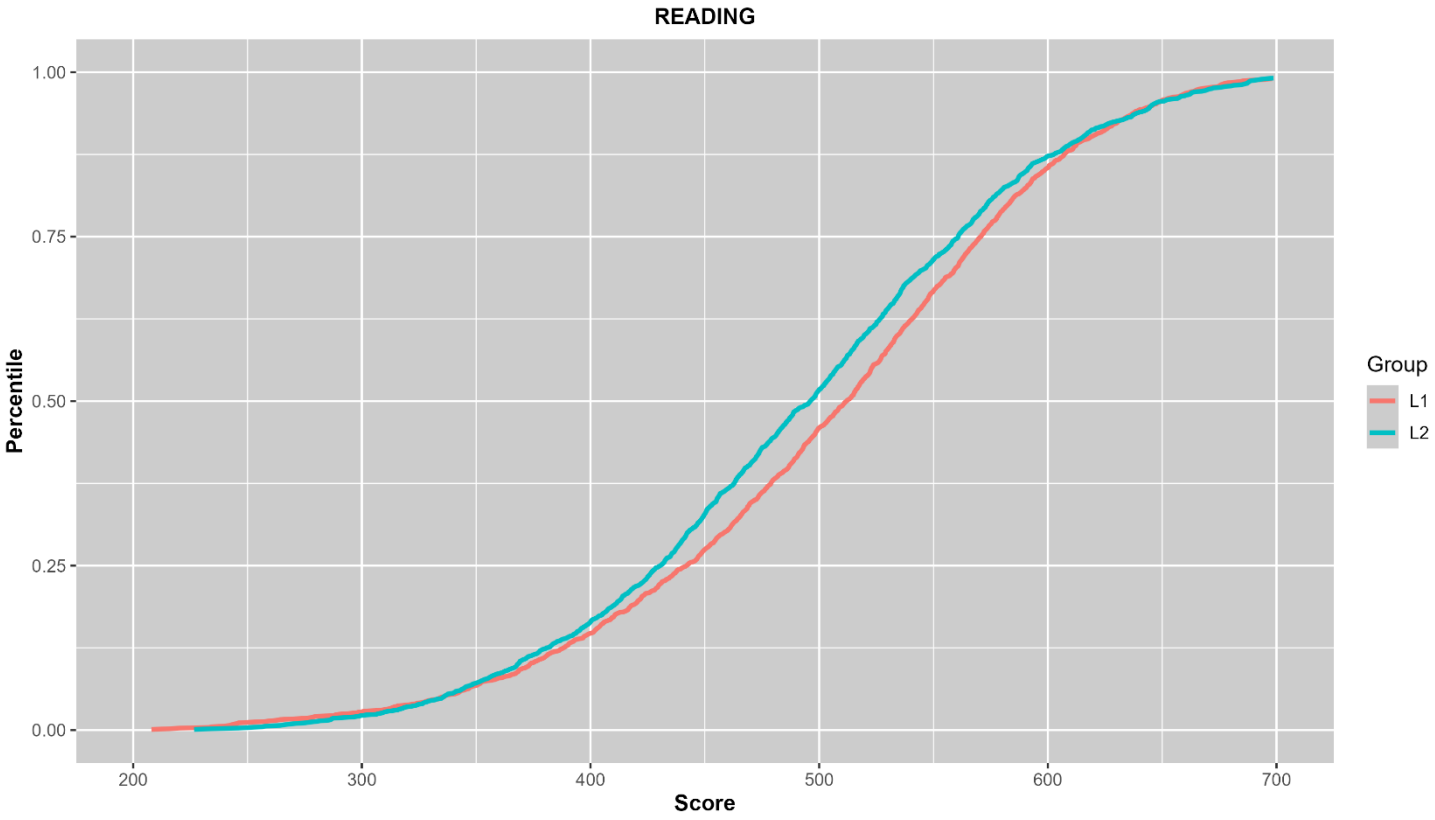
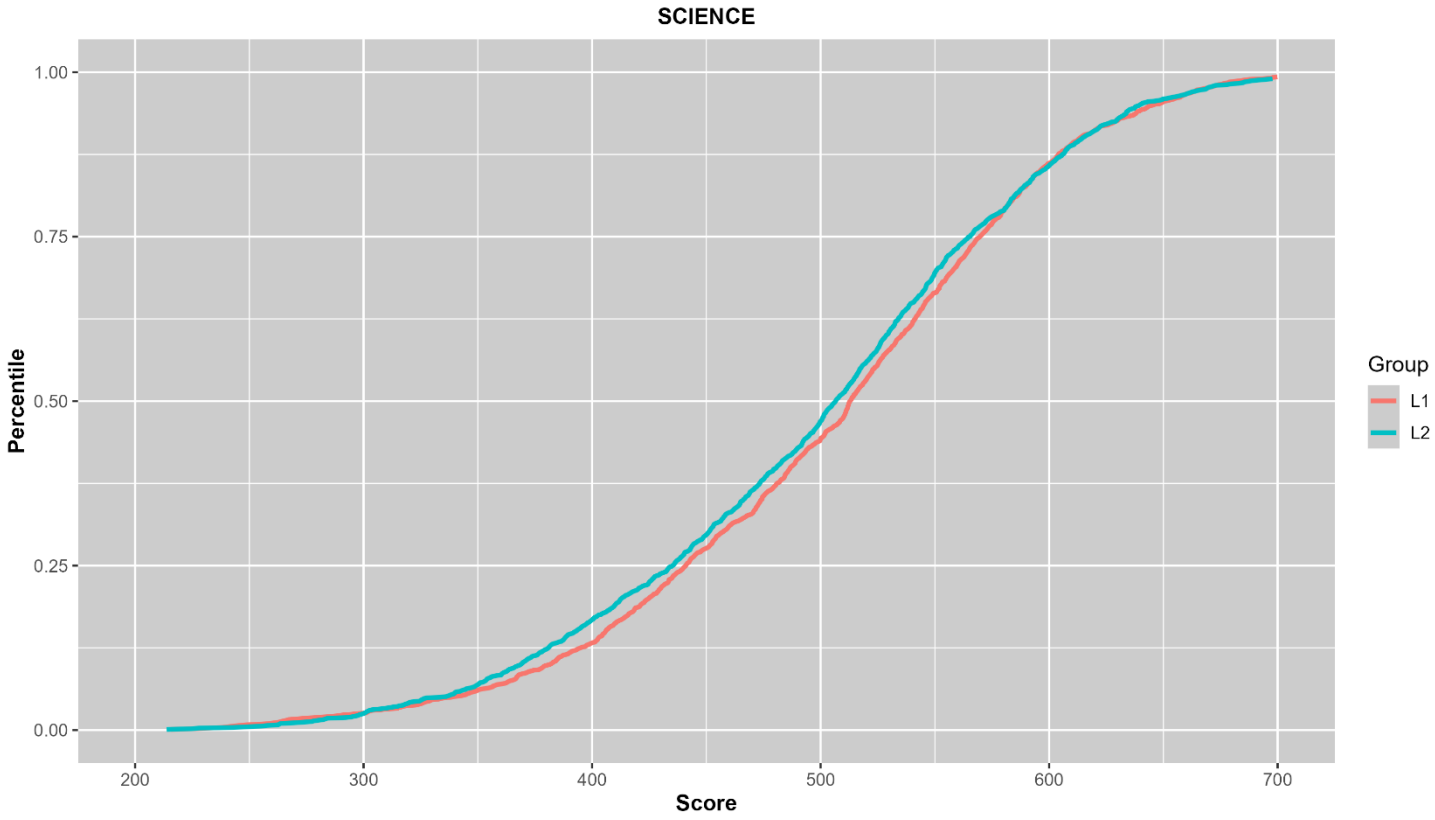


Figure 57. L1 and L2 Science percentile scores

In science, L1 students generally score slightly higher than L2 students across the lower and middle parts of the performance distribution. The gap narrows towards the upper end, with little difference between the groups among the highest-performing students, above approximately the 80th percentile (around 580 points). Overall, the two groups show similar performance distributions. This is likely to be due to the test requiring a certain level of proficiency in the language of the test before students are able to demonstrate their skills and knowledge.



5.3 Comparing L2 students with and without a language section

Figures 58, 59 and 60 show that there is approximately a 19 points difference between the means of the L2 no SWALS group and the SWALS group in mathematics. In reading (Figure 59), the difference is approximately 27 points, and in science (Figure 60), the difference is approximately 34 points. These differences are quite large: larger in all cases than the difference between L2 and L1 groups. In fact, SWALS outperforms the L1 group in maths and science, as is shown in Tables above (Figures from 52 to 54). For reading, the SWALS group performs similarly to the L1 group. One question that warrants further analysis is why the SWALS group is so high performing.

Figure 58. L2 no SWALS and SWALS Mathematics proficiency distributions and means

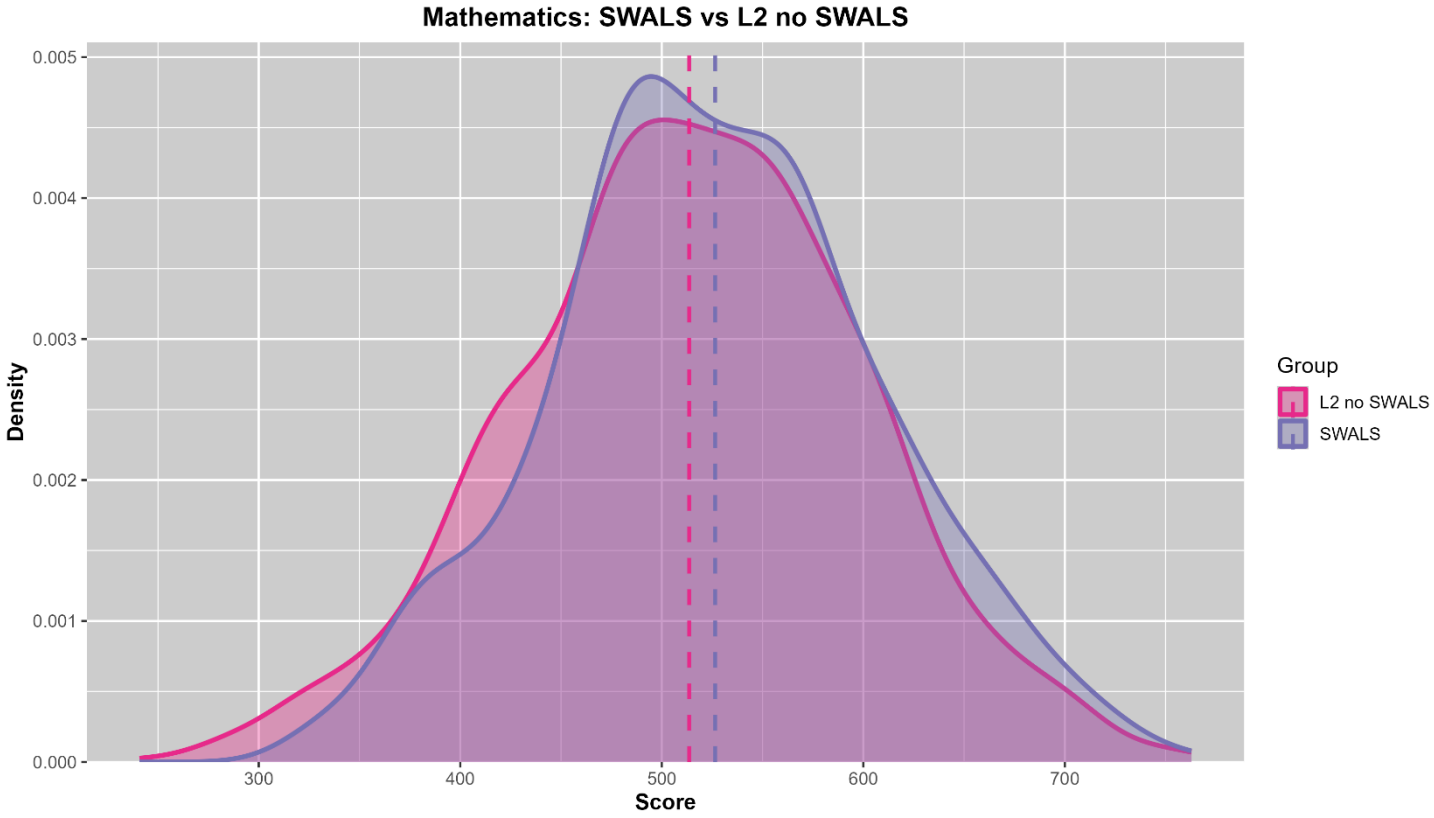


Figure 59. L2 no SWALS and SWALS Reading proficiency distributions and means

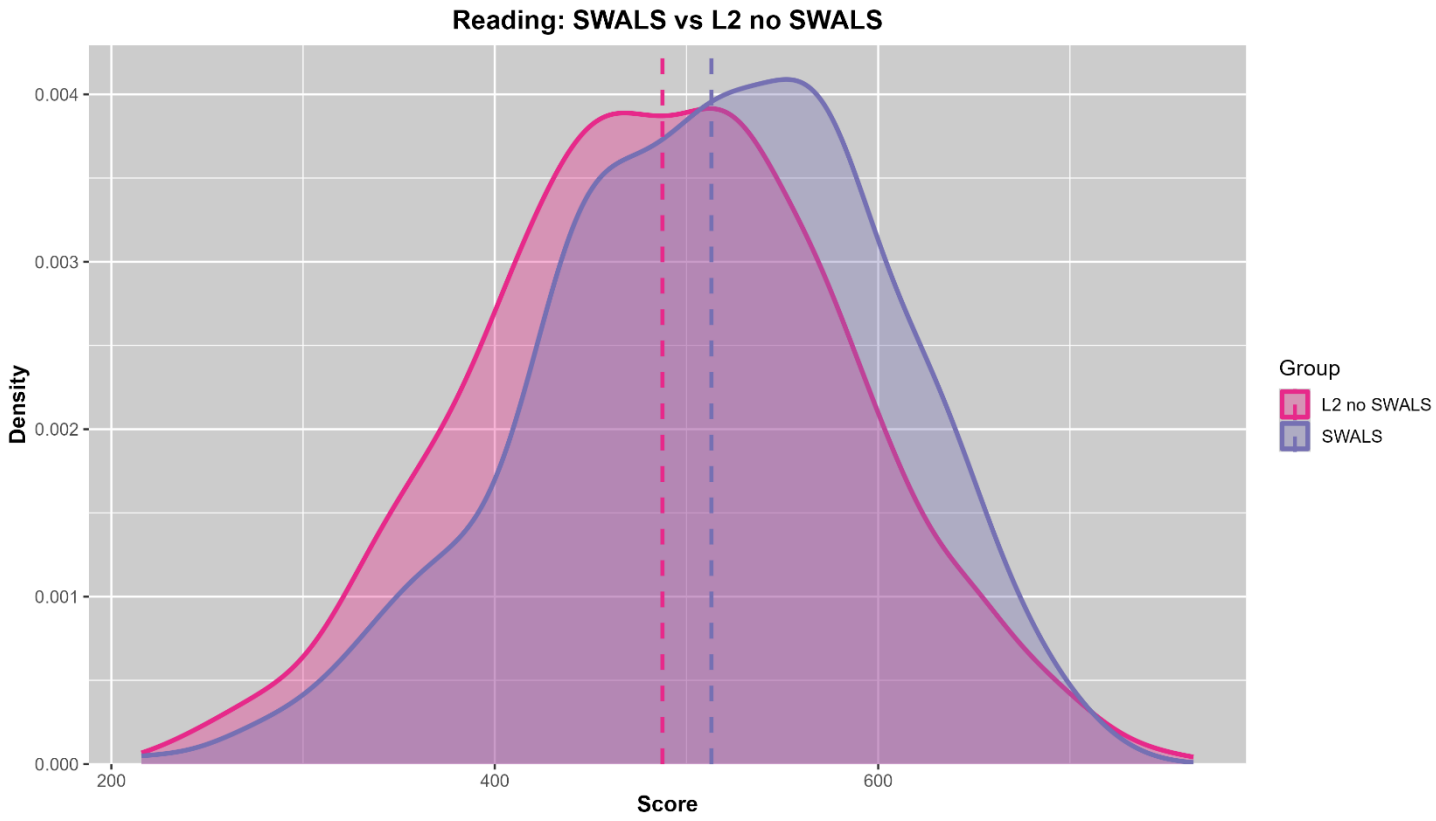
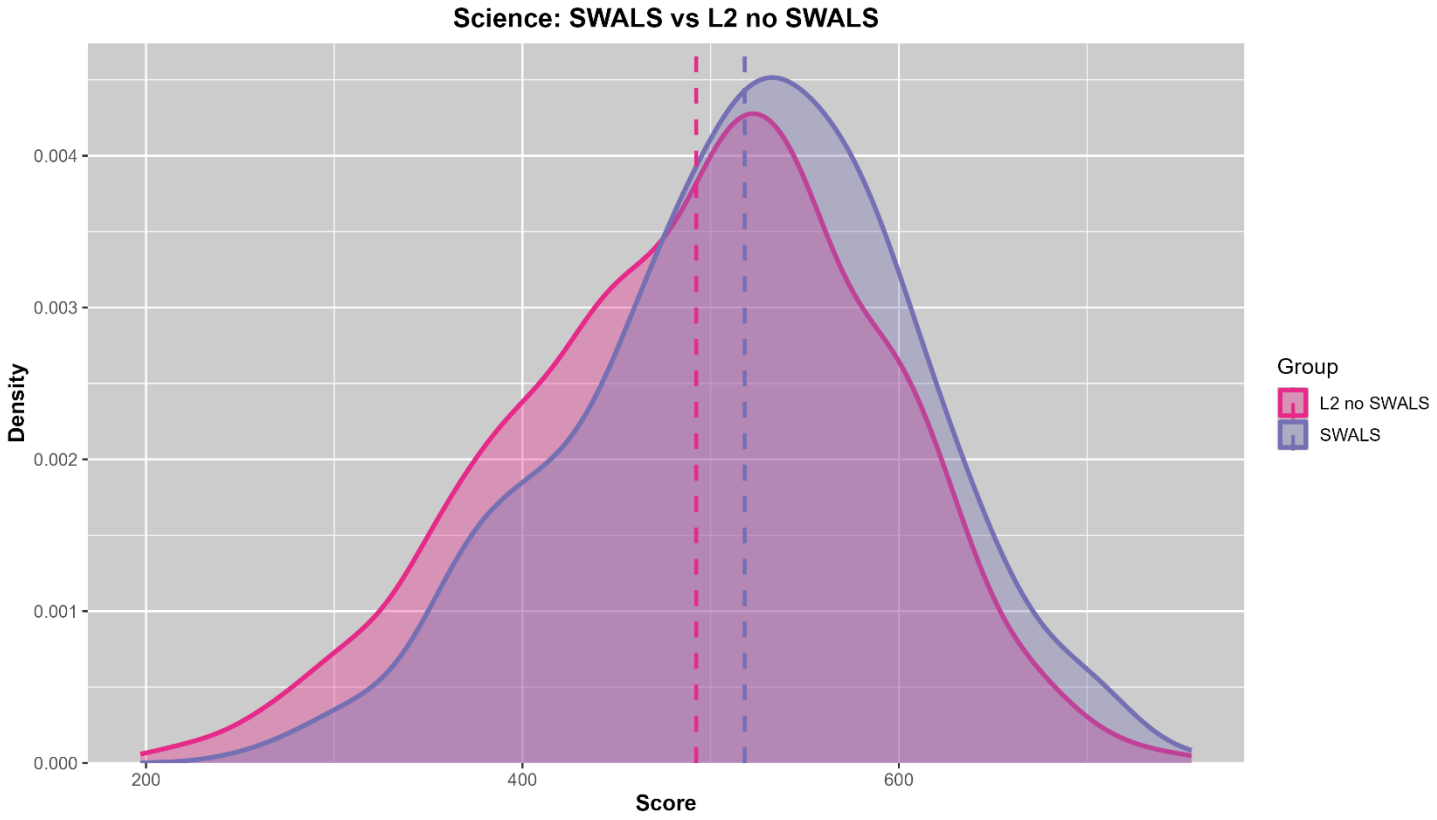


Figure 60. L2 no SWALS and SWALS Science proficiency distributions and means



6. Conclusion

Thank you for taking the time to examine the results from your participation in detail.

By participating in the **PISA for Schools** you have been able to benchmark the European Schools' success against agreed international standards drawn from PISA. We hope that this has provided useful insights to help inform and shape European Schools' strategic planning.

As you move forward, we hope that you continue to reflect upon the findings shared with you here as you consider what is next for European Schools. This report was designed to be informative and educative. We hope that the questions throughout will serve to provoke robust and evidence-informed professional conversations with your colleagues and peers.

Should you need further clarification there are additional resources available to support you and European Schools:

- **PISA for School Report Reader's Guide**
- **PISA for Schools Report Glossary**
- **PISA for Schools Website**
- **Your local Test Provider (TP)**

How can you use the data today?

Why not start by sharing the executive summary with your leadership team? Share your thoughts and insights, then invite them to share theirs.

Next, plan for sharing with European Schools community. How will you share the results? For what purpose? Consider celebrating where you school has excelled with them. Reflect on how you will seek their input on their areas that need improvement.

The OECD **PISA for Schools** team also offers workshops to support schools. Feel free to reach out and we can explore options with you and your local TP.

The **PISA for Schools** website offers useful information and case studies of best practice. Here you will find research-informed examples of how schools have used PISA for Schools data to drive change in their local school context.

Should you wish to share your experiences and learning from engaging with **PISA for Schools**, kindly complete this form **here** and we may see European Schools featured on the website.

Annex

Annex I: Social and Emotional Skills

Social and emotional skills encompass individual characteristics that show consistent patterns of thoughts, emotions and behaviours, which can change throughout life and influence important outcomes. The role and impact of these social and emotional skills are increasingly critical for individuals to successfully navigate diverse and changing economies and societies, and has direct consequences on educational attainment, the transition from school into the labour market, productivity and job satisfaction, mental and physical health and overall well-being.

Resourceful, respectful, and tolerant citizens who work well with others and take personal and collective responsibility are the foundation of a society working towards the common good. These skills are malleable, and they can be shaped by a variety of individual and contextual factors, including direct policy interventions. Although social and emotional skills can be developed at a later age, early and continuous development achieves the best results.

In 2023, the OECD administered the Survey on Social and Emotional Skills (SSES) to improve our understanding of students' social and emotional skills, including how these skills relate to key life outcomes. Sixteen sites, including six countries, took part in SSES 2023 and we are pleased to draw on this relevant study in the **PISA for Schools**.

The SSES measured:

- Task performance (perseverance, responsibility, self-control, and motivation)
- Emotional regulation skills (stress resistance, emotional control, and optimism)
- Engagement with other skills (assertiveness, sociability, and energy)
- Open-mindedness skills (curiosity, creativity, and tolerance)
- Collaboration skills (empathy and trust).

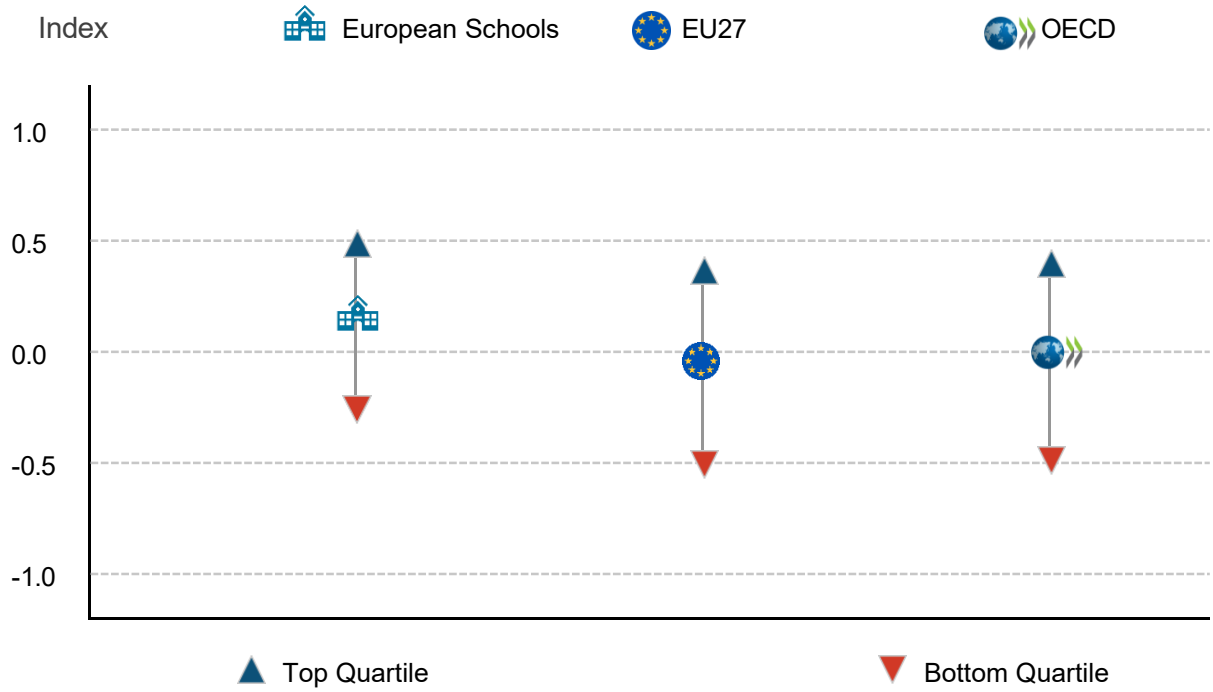
Interesting findings emerged, including the fact that most 15-year-olds are not getting enough sleep which can negatively impact their well-being, there are also high levels of ambition among students (including among disadvantaged students), and that students are identifying career paths that align with their social and emotional skills.

Some elements of the SSES are included in the **PISA for Schools** and the following sections will share the results from your students' participation.

Engaging with Others: Assertiveness

Your students rated their agreement with statements about a range of behaviours indicative of assertiveness. The higher the position on the chart, the more assertive your students perceive themselves to be.

Annex Figure 1. Assertiveness



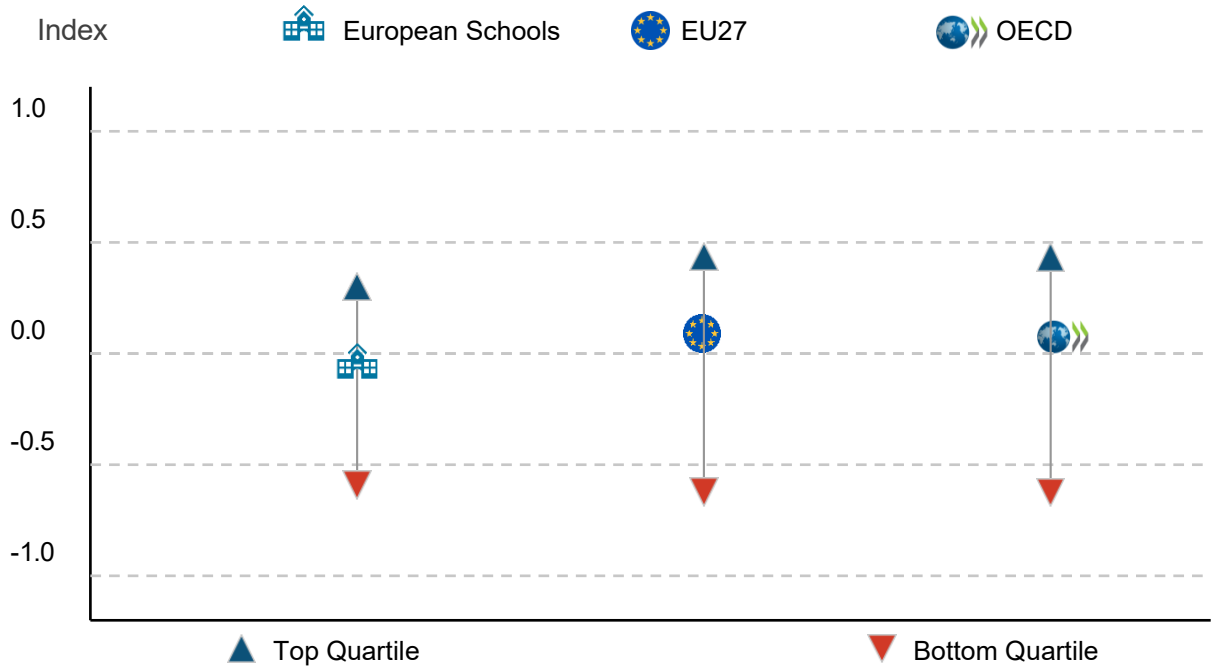
	European Schools	EU27	OECD
Top quartile	**0.49**	**0.37**	**0.39**
Average	**0.17**	**-0.02**	**0.00**
Bottom quartile	**-0.25**	**-0.51**	**-0.49**

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

Engaging with Others: Cooperation

Your students rated their agreement with statements about a range of behaviours indicative of cooperation with others. The higher European Schools is on the chart, the more cooperative your students perceive themselves to be.

Annex Figure 2. Cooperation



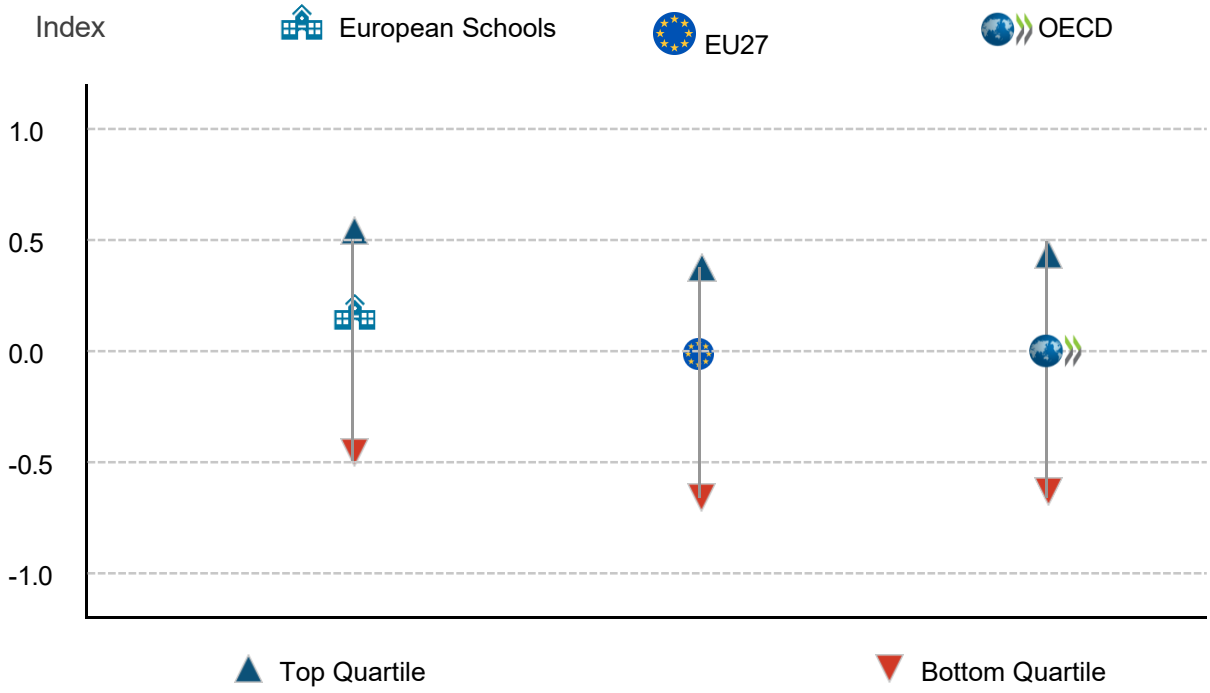
	European Schools	EU27	OECD
Top quartile	**0.30**	**0.44**	**0.43**
Average	**-0.05**	**0.01**	**0.02**
Bottom quartile	**-0.59**	**-0.62**	**-0.63**

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

Open-mindedness Skills: Curiosity

Your students rated their agreement with statements about a range of behaviours indicative of their curiosity. The higher European Schools is on the chart, the more curious your students perceive themselves to be.

Annex Figure 3. Curiosity



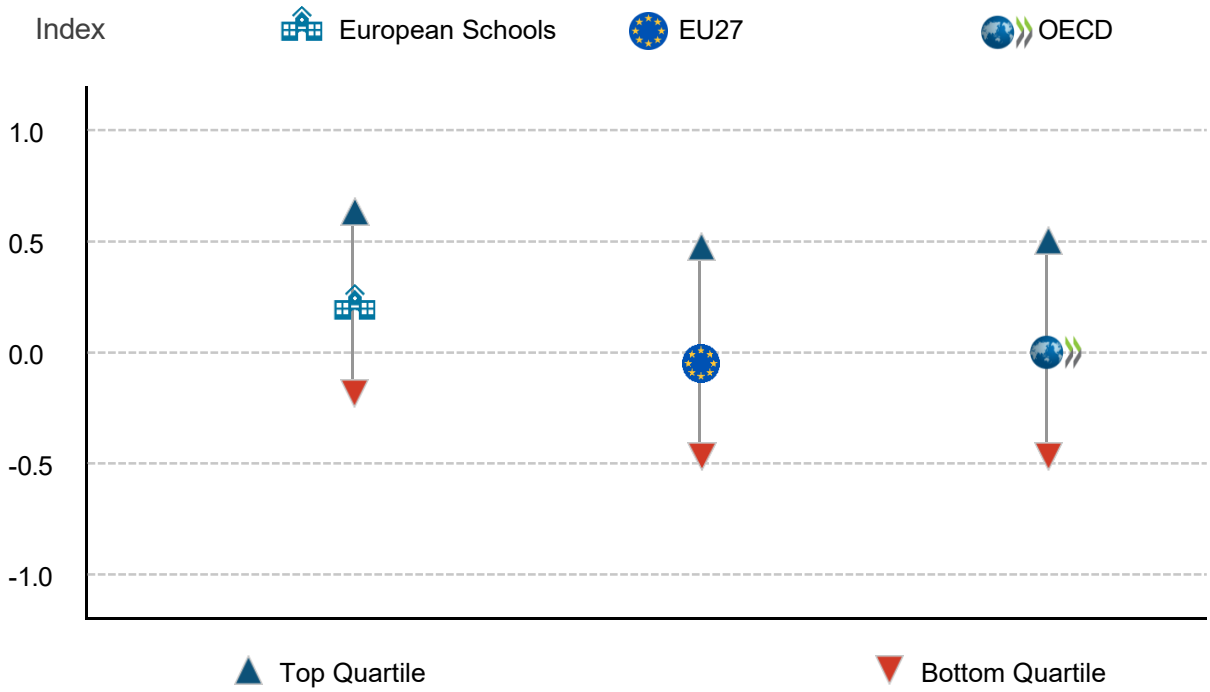
	European Schools	EU27	OECD
Top quartile	**0.54**	**0.37**	**0.43**
Average	**0.17**	**-0.05**	**0.00**
Bottom quartile	**-0.46**	**-0.66**	**-0.63**

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

Emotional Regulation Skills: Emotional Control

Your students rated their agreement with statements about a range of behaviours indicative of their ability to control their own emotions. The higher European Schools is on the chart, the more able your students perceive themselves to be at controlling their emotions.

Annex Figure 4. Emotional Control



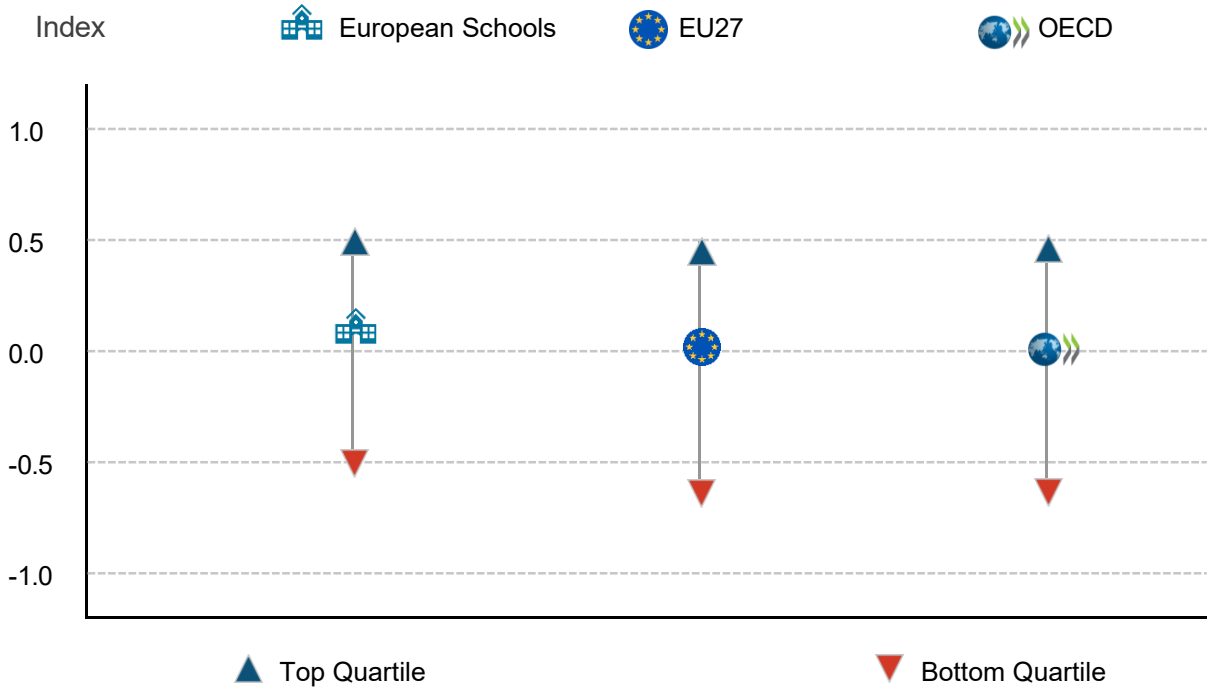
	European Schools	EU27	OECD
Top quartile	**0.63**	**0.47**	**0.50**
Average	**0.22**	**-0.01**	**0.00**
Bottom quartile	**-0.19**	**-0.47**	**-0.47**

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

Collaboration Skills: Empathy

Your students rated their agreement with statements about a range of behaviours indicative of their empathy. The higher European Schools is on the chart, the more empathetic your students perceive themselves to be.

Annex Figure 5. Empathy



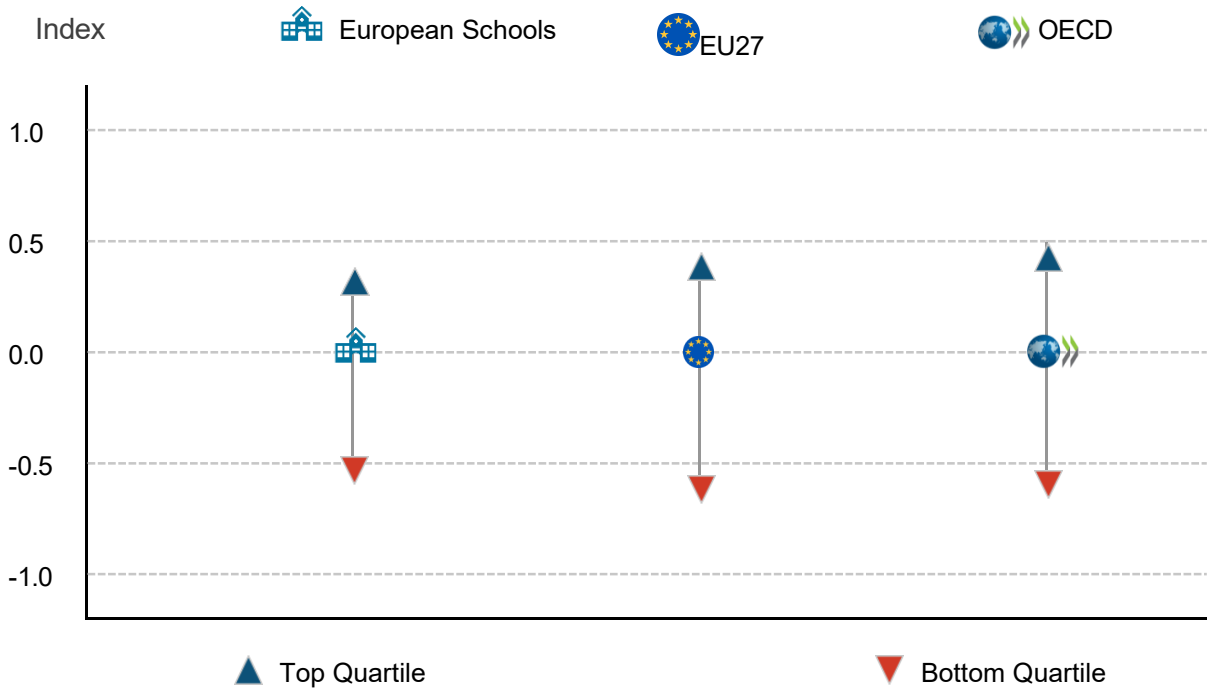
	European Schools	EU27	OECD
Top quartile	**0.49**	**0.44**	**0.46**
Average	**0.10**	**0.01**	**0.02**
Bottom quartile	**-0.51**	**-0.64**	**-0.64**

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

Task Performance: Perseverance

Your students rated their agreement with statements about a range of behaviours indicative of their perseverance. The higher European Schools is on the chart, the more persistent and persevering your students perceived themselves to be.

Annex Figure 6. Perseverance



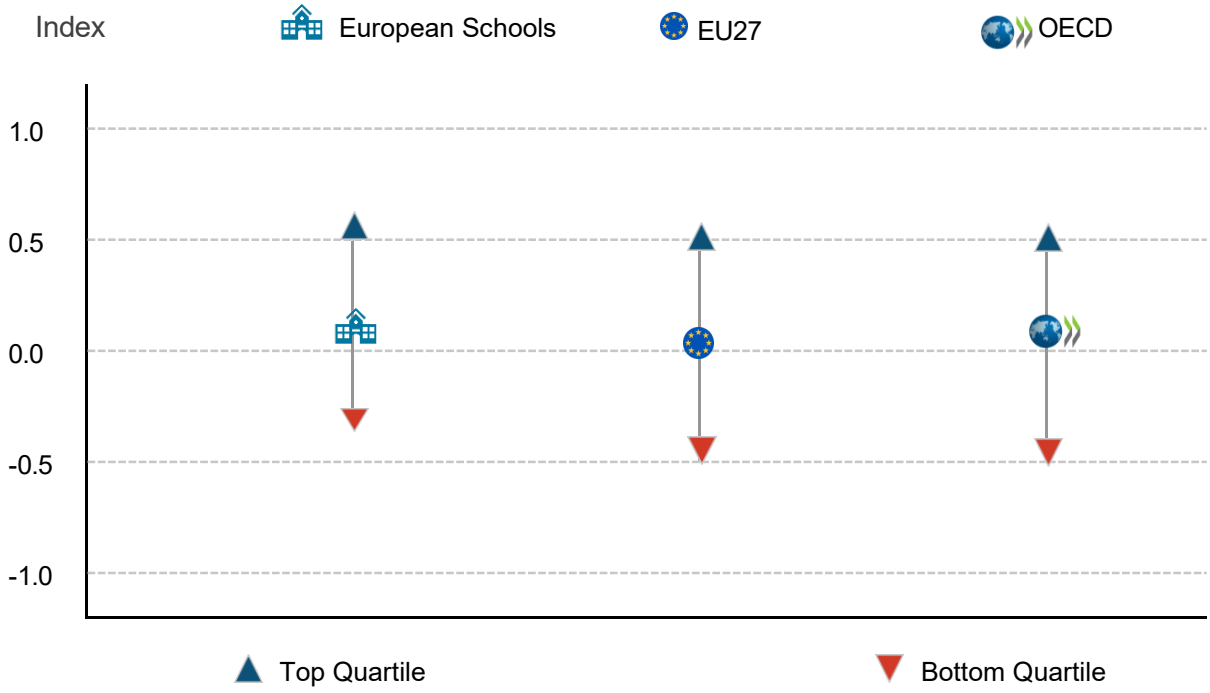
	European Schools	EU27	OECD
Top quartile	**0.32**	**0.38**	**0.42**
Average	**0.02**	**-0.03**	**0.00**
Bottom quartile	**-0.54**	**-0.62**	**-0.60**

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

Emotional Regulation Skills: Stress Resistance

Your students rated their agreement with statements about a range of behaviours indicative of their stress resistance. The higher European Schools is on the chart, the more able your students felt to resist stress.

Annex Figure 7. Stress Resistance



	European Schools	EU27	OECD
Top quartile	0.56	0.51	0.51
Average	0.10	0.00	0.00
Bottom quartile	-0.30	-0.45	-0.46

Source: Data for EU27 and the OECD were obtained from OECD (2023), PISA 2022 database, **oecd.org/pisa/data**

Annex II: PISA for Schools Glossary:

Target population: Like in PISA, the target population consists of all students who are between 15 years and 3 completed months to 16 years and 2 completed months at the time of assessment and who are enrolled in an educational institution at grade 7 or higher.

Eligible schools: All schools with students that fall within the target population are eligible to participate in **PISA for Schools**.

School sampling: All eligible schools that wish to participate in **PISA for Schools** can do so by contacting the country's Test Provider (TP), which is the organisation delivering the **PISA for Schools** on behalf of the OECD in each country. Hence, most of the school populations participating in **PISA for Schools** represent self-selected populations, and therefore cannot be assumed to be representative samples of a country or region. In some circumstances, though, regional and municipal authorities have requested to have representative samples of their school population. **PISA for Schools** can also be used with this purpose by following a sampling method based on the random selection of schools from a complete sample frame (the amount of schools to be selected will vary depending on the size of the sample frame).

Student sampling: Once the TP has compiled the full list of schools that participate in **PISA for Schools**, and the list of all the students representing the target population for each school, random sampling is used to select the students (unless schools decide to test all their eligible students).

Validation study (Field trial): The validation study (field trial) is a mandatory element of the assessment process. It ensures the psychometric properties of the instruments in the context of the country of administration. The schools selected for participating in the field trial should be as diverse as possible in terms of level of achievement, school size, intake and type. The schools participating in the field trial receive a standard school report if they meet the minimum requirements. Once the field trial is completed, **PISA for Schools** is ready for adoption by any school in the country.

Testing dates: The TPs can choose the testing period when they wish to administer the **PISA for Schools.** Testing should be avoided during the assessment period of other OECD tests, such as PISA and TALIS.

Administration mode: To ensure alignment with PISA, **PISA for Schools** is available in digital and multiple formats. The administration of the **PISA for Schools** can take place both online and offline.

Test format: PISA for Schools consists of a two-hour-long cognitive test covering Reading, Mathematics, and Science and of a thirty-minute background questionnaire.

What are the key statistical concepts used in the School Report?

In this section, you will find concise explanations for all the key concepts and terms that you may come across while reading the School Report.

What key statistical terms does the School Report use?

Rounding figures: Rounding figures consists of putting a number up or down to the nearest whole number (or another agreed quantity). Because of rounding, some values in figures might not exactly add up to the totals (e.g. percentage may add up to 101% or to 99% instead of 100%). However, totals, differences, and averages are always calculated based on exact numbers and are rounded only after the calculation.

Average: The average, also called arithmetic mean or mathematical expectation, is the sum of a collection of numbers divided by the count of numbers in that collection.

OECD average: The OECD average refers to the average of the country-level estimates for all countries that make up the OECD. In PISA 2025, this corresponded to the average of 38 countries and economies.

Standard deviation: The standard deviation is a measure of the amount of variation or dispersion of a set of values. A low standard deviation indicates that the values tend to be close to the average, while a high standard deviation indicates that the values are spread out over a wider range.

Quartiles: Quartiles divide a number of observations into four groups of the same size, based on the sorted distribution of a variable of interest. The first quartile (bottom) groups the lowest 25% of all observations. The second quartile groups all the observations between the 25% and 50%. The third quartile includes values between 50% and 75%, and the fourth quartile (top) groups the highest 25% of all observations.

Sampling and measurement errors: The aim of a school-level assessment, such as **PISA for Schools**, is to generalise results from samples to a larger target population. The sampling method ensures not only that the samples are representative and provide a valid estimate of the population average score and distribution, but also that the error due to sampling is reduced to a minimum. The sampling error decreases with the number of students included in the assessment.

The use of a limited number of items to assess broad domains introduces some measurement uncertainty: would the use of a different set of items have resulted in different performance? This uncertainty is quantified by the measurement error. This type of error decreases with the number of items that underlie a proficiency estimate in a domain. It is therefore larger for individual students (who only see a fraction of all test items) than for school averages (which are based on all test items). It also decreases with the amount of background information available.

All figures in the School Report account both for the sampling and the measurement errors.

Confidence level: The results of **PISA for Schools** consist of estimates because they are obtained from samples of students rather than from a census of all students and because each student is presented with a limited set of assessment tasks, not with all the tasks included in **PISA for Schools**. As a result, these estimates bring with them some uncertainty, which is exemplified by the confidence level of the estimate.

As a rule, PISA reports estimates with a 95% confidence level, a convention that has been followed in the **PISA for Schools** Report. In the case of the estimate of a difference, for example, this implies that if the measurements were to be replicated several times, a difference of that size would be observed about 95% of the time.

In terms of aggregates (such as countries and the OECD), the School Report shows only point estimates. While these scores are also subject to a certain degree of uncertainty, this has been omitted from the visual representation of the data given that they are being used as benchmarks. Nonetheless, all the significance tests used for data presented in the report fully account for their inherent uncertainty.

Confidence interval: Every estimate in the School Report comes with a confidence level (see above). The confidence interval represents the range of values that an estimate may take depending on its specific confidence level. As a rule, the higher the confidence level, the wider the confidence interval will be. In technical terms, the confidence interval represents the 95% certainty with which an estimate will lie within its range, were the test to be replicated several times with different student samples in European Schools.

Statistically significant difference: A difference is statistically significant if it is unlikely that such a difference could be observed in samples when in fact no true difference exists in the populations from which the samples are drawn. This unlikeliness directly depends on the confidence level of the estimates, and a statistically significant difference occurs when the confidence intervals of two estimates do not overlap. In other words, it is a difference that is unlikely to occur by chance.

Controlling for the effect of other variables: In the School Report, the strength of the relationship between two variables is always presented after controlling for the effect of student's socio-economic status and other demographic differences. This means that the relationship that is shown is "net" of the effect that socio-economic status and other demographic differences could have.

In other words, this means that all the possible confounding effects of variables such as gender or socio-economic background have been removed thanks to the use of advanced statistical models.

Small samples: Focusing the analysis at the school level necessarily implies working with relatively small numbers of students. As a consequence, in some cases a sub-group of students being analysed may consist of only a handful of people (e.g. boys in a school that is mainly attended by girls). In these instances, we recommend caution in drawing any conclusion when looking at these results for sub-groups, as their estimates will be based on only a few cases. Throughout the report, thus, a note will appear under any figure to indicate whether one or more sub-groups in that figure consist of too few students to give reliable conclusions.

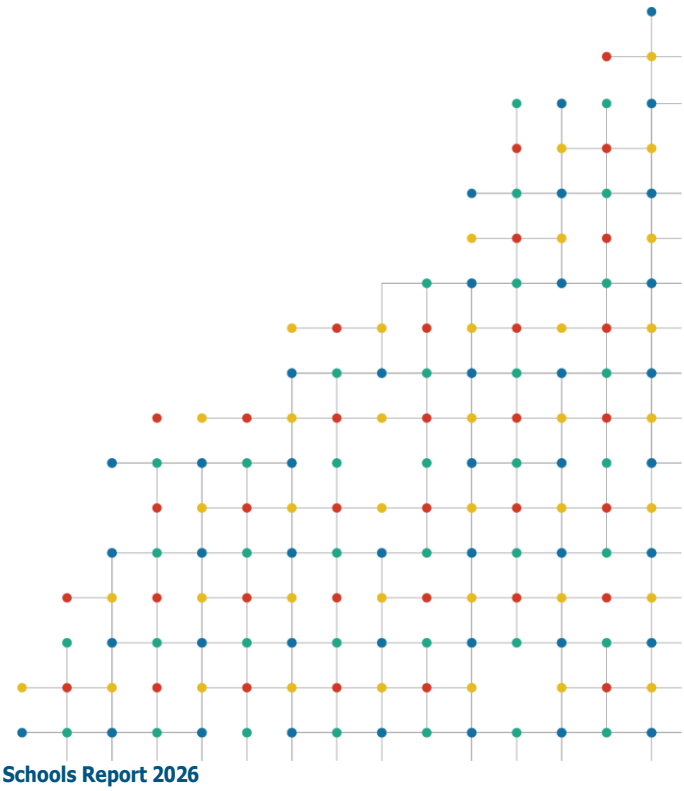
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PISA for Schools

How the European Schools Compares Internationally

How prepared are 15-year-old students at the European Schools to continue as lifelong learners, to find and fill jobs of the 21st century, and compete and collaborate as citizens in a globalised economy?

The OECD Programme for International Student Assessment (PISA) has evaluated and compared education systems worldwide for more than a decade, highlighting education systems that have either repeatedly outperformed others or have shown considerable improvement sometimes within a relatively short period of time.

Increasingly, however, local educators and school staff are as interested in international benchmarking and improvement as policymakers. The OECD PISA for Schools Test and the school results presented in this report allow local educators to do just that. The report presents performance results in Reading, Mathematics, and Science for schools that participated in the assessment, along with contextual information collected from students. Along with performance results, the report attempts to show that the learning climate at school and students' engagement towards learning are important factors in understanding the overall performance of a school.

Because benchmarking is one step towards school improvement, the report also draws upon school policies and practices from around the world to stimulate reflection and discussions among local educators.

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