



PISA 2025 Results

Future-Ready Students

**Embargoed
until 8 September,
9:30 Paris time**



Assessment domains



- ◆ **Science** (major focus)



- ◆ **Reading**



- ◆ **Mathematics**



- ◆ **Learning in the Digital World (LDW)**

- Computational problem solving
- Self-regulated learning (to be reported in 2027)

Questionnaires

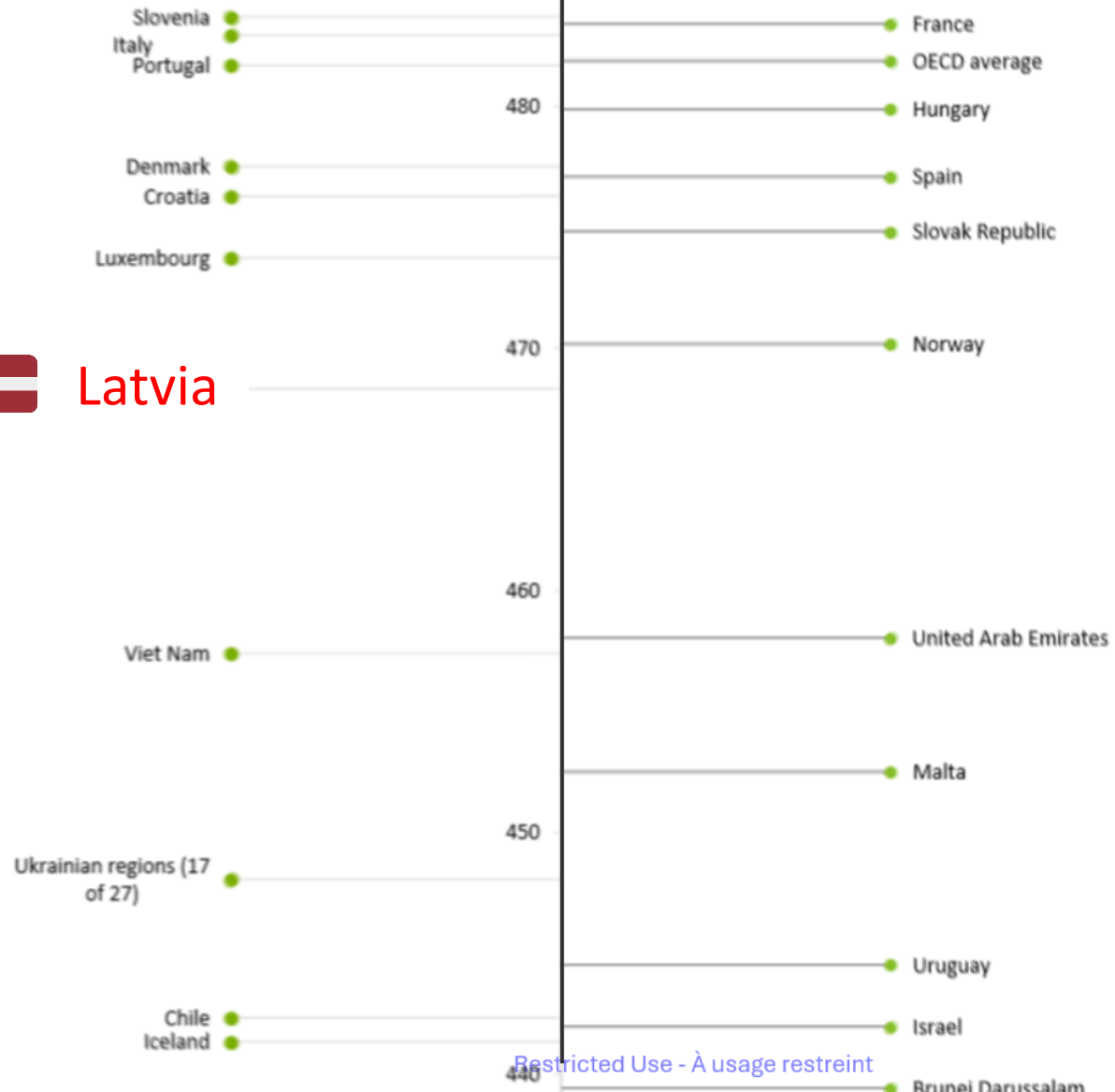
- ◆ **Students**
- ◆ **Principals**



PISA 2025 Science



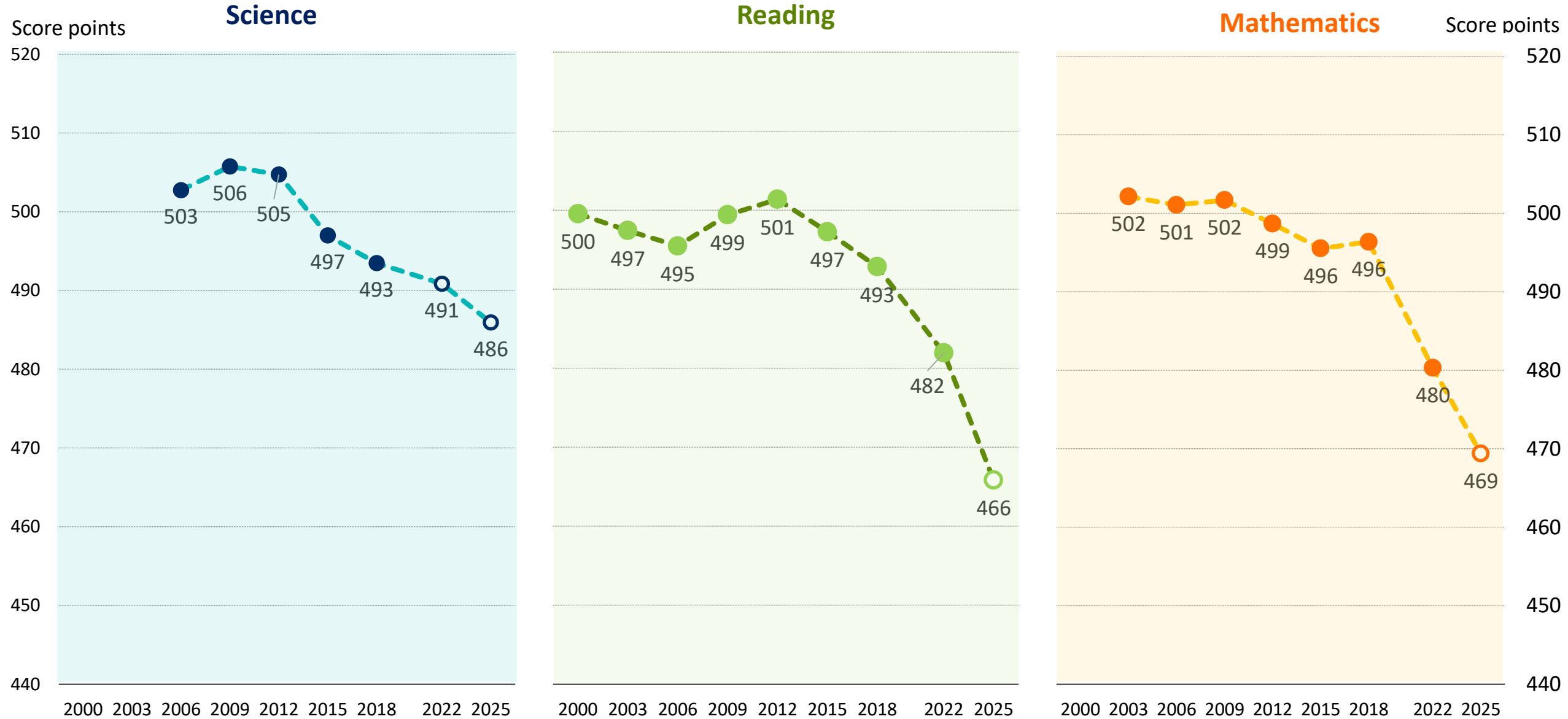
Latvia





International trend (OECD area)

Figure I.1.15

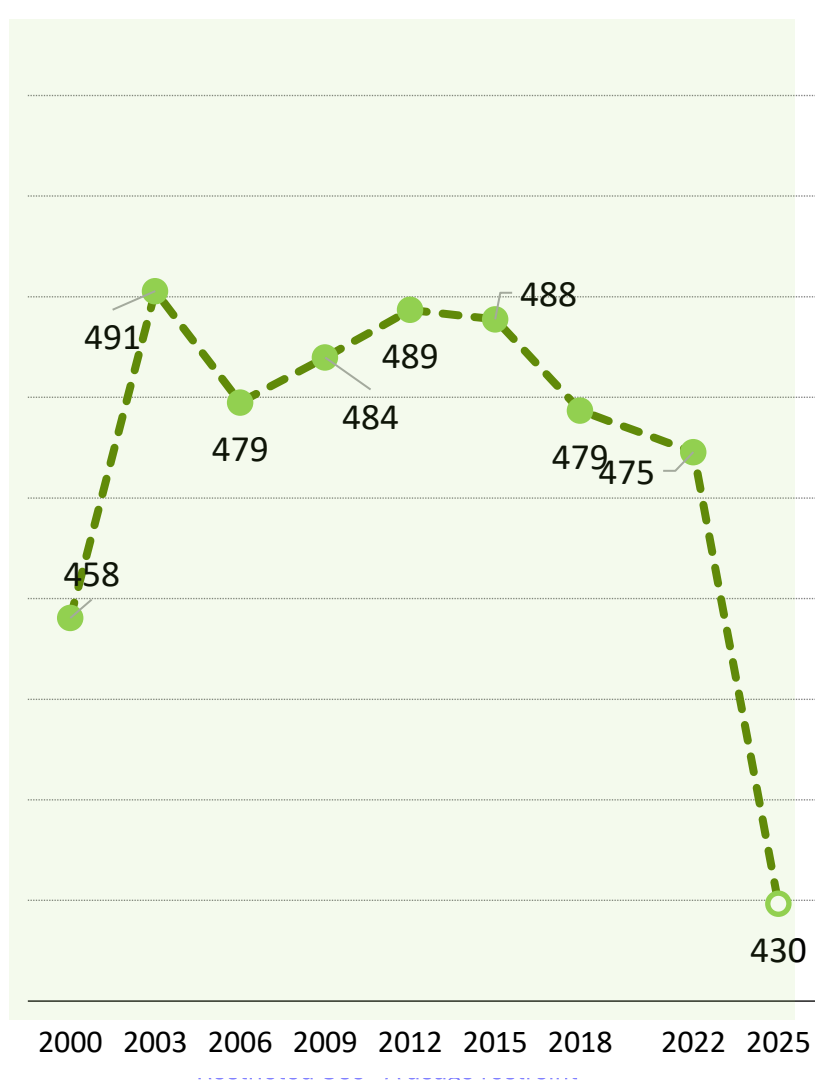


Score
points

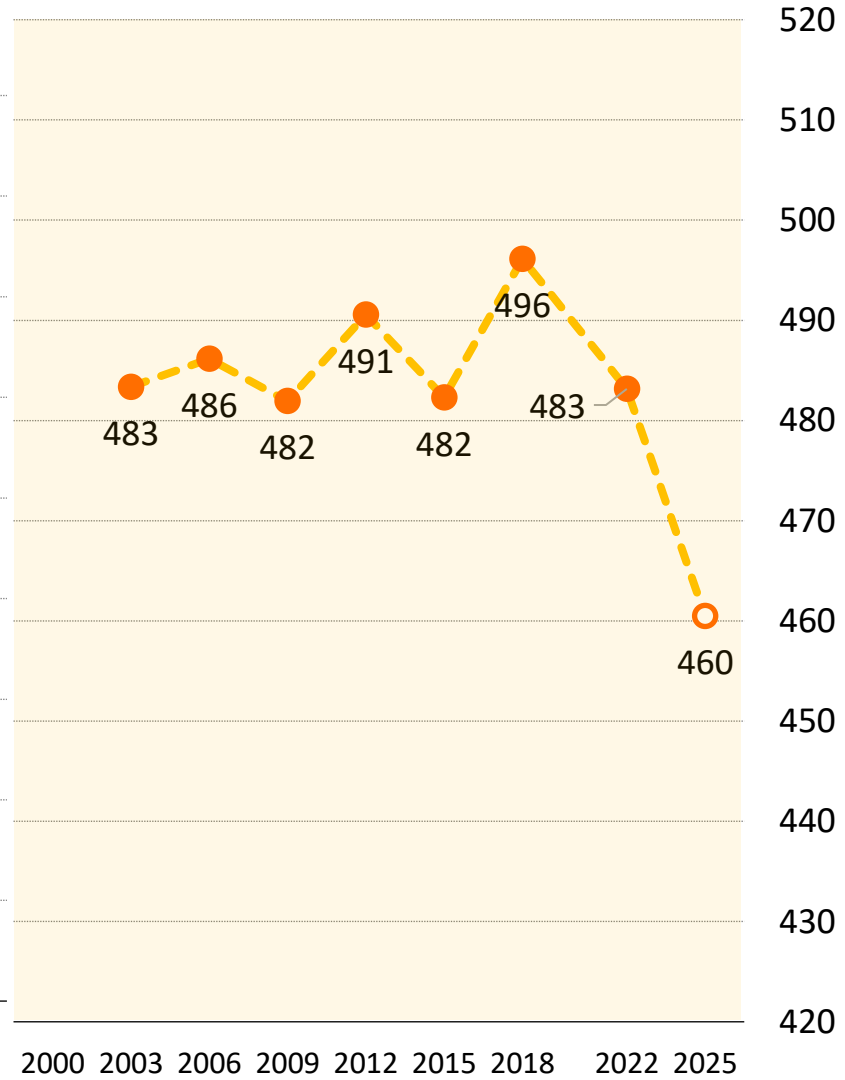
Science



Reading



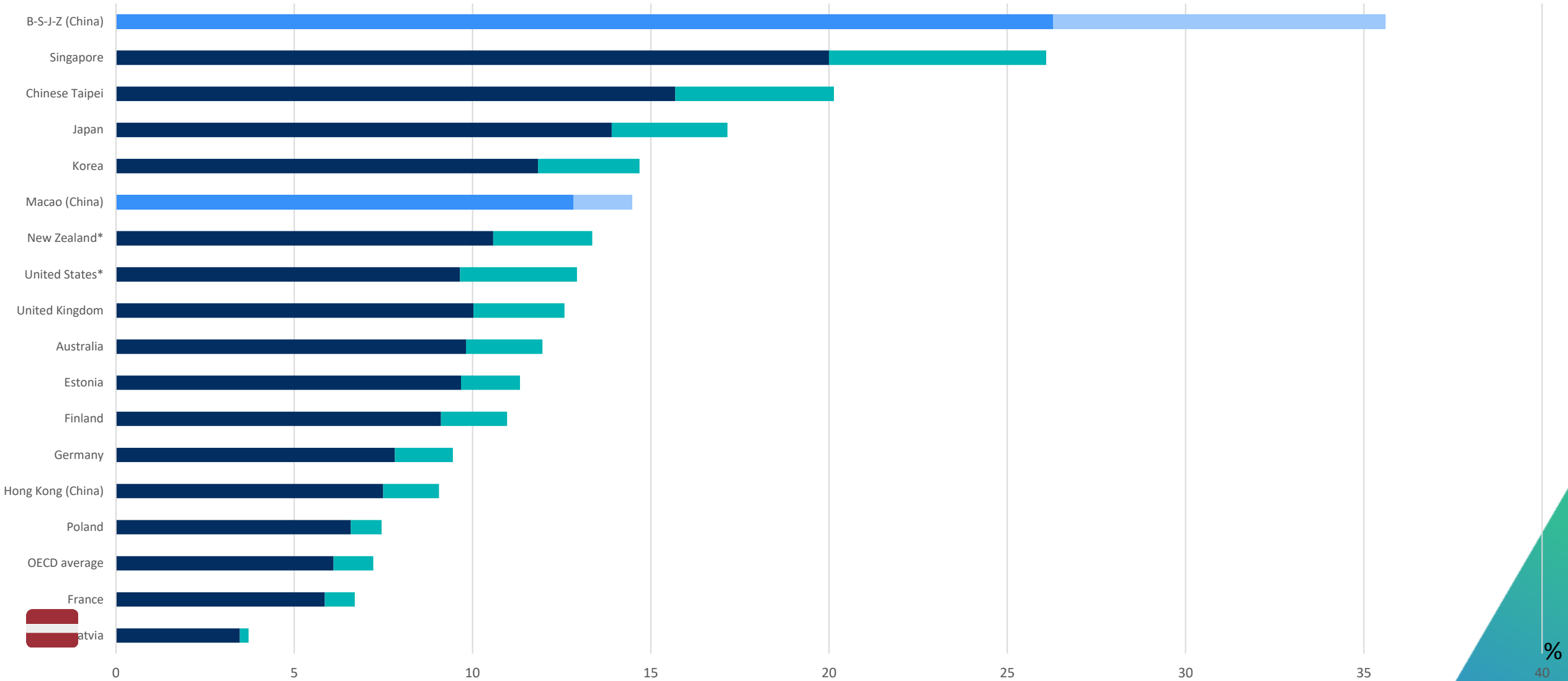
Mathematics

Score
points




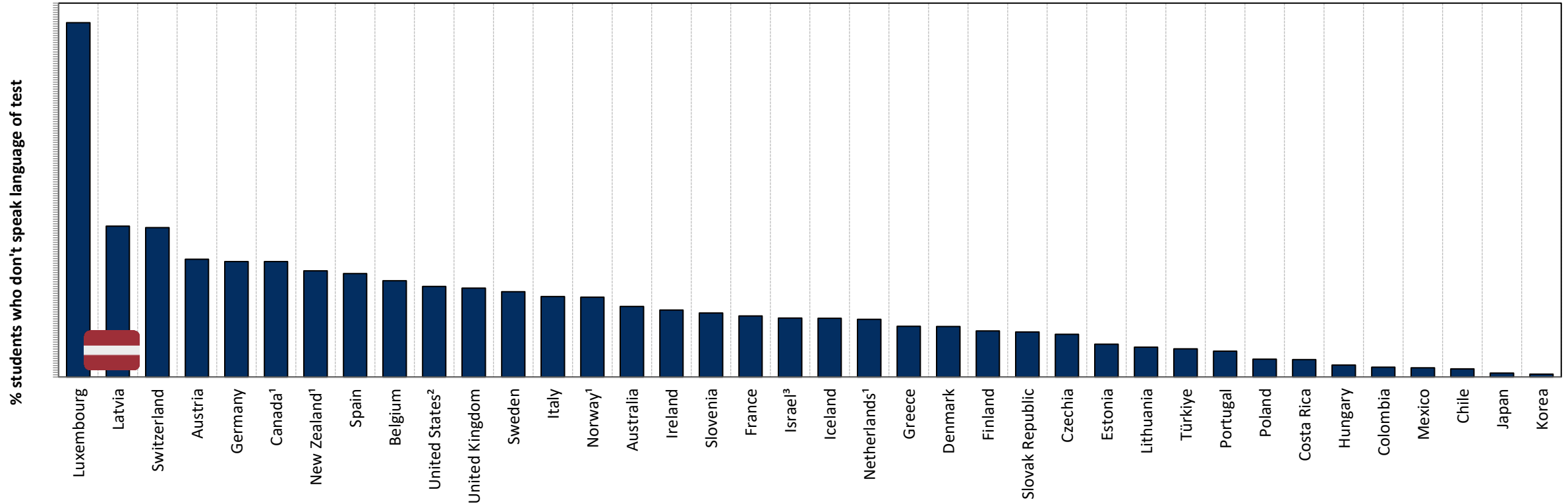
Global Science Talent Pool

Share of students achieving Science Proficiency Levels 5-6





Language matters – share of students who don't speak the language of the test at home

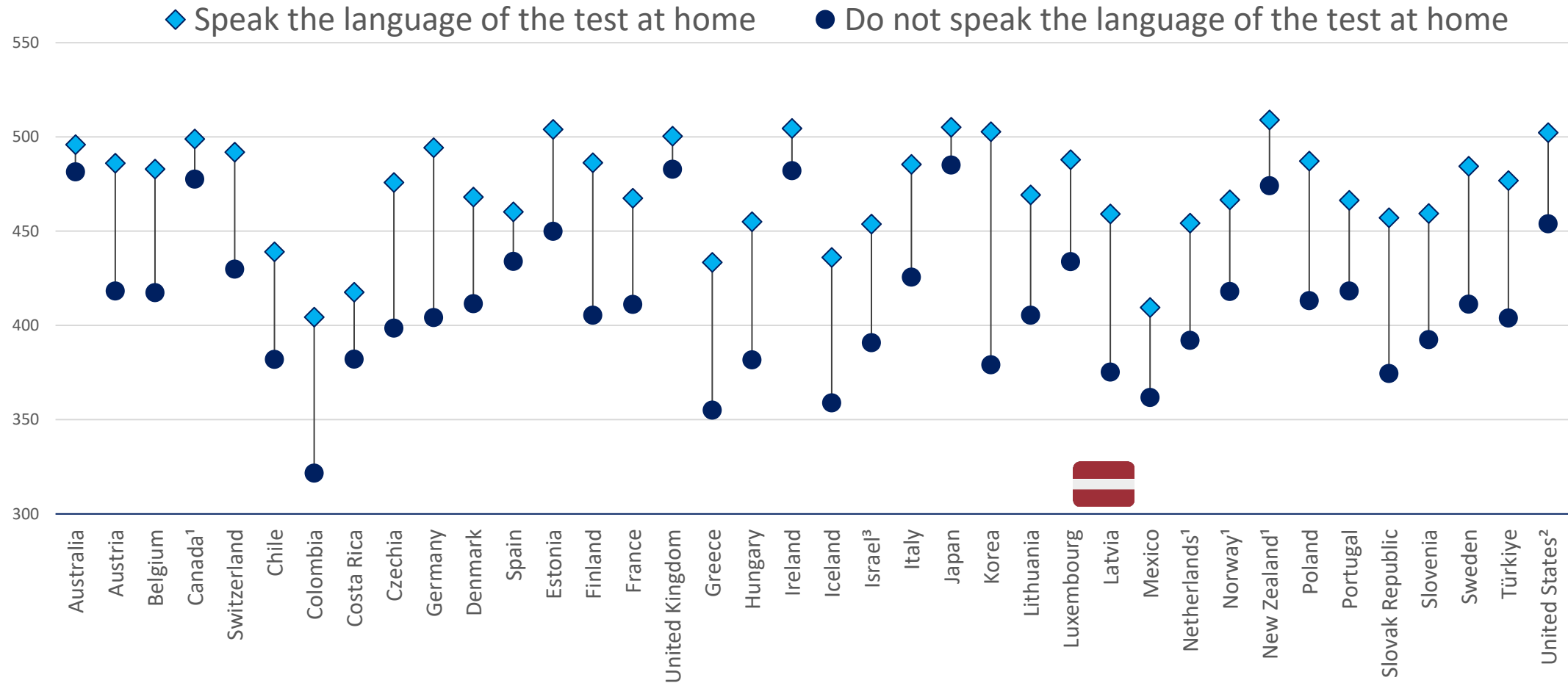


In 2025, about **33%** of students in Latvia did not speak the language of the PISA test at home

This was only **11%** in **2022**, when the PISA tests was offered in more than one language



Language matters – performance in reading and language spoken at home



In 2025, students in Latvia who did not speak the language of the test at home scored **84 points less** than the other students – the difference was 39 points in 2022

The Changing Landscape of Reading Performance



Web search



RSS feeds



E-reader



Smartphone



Tablet



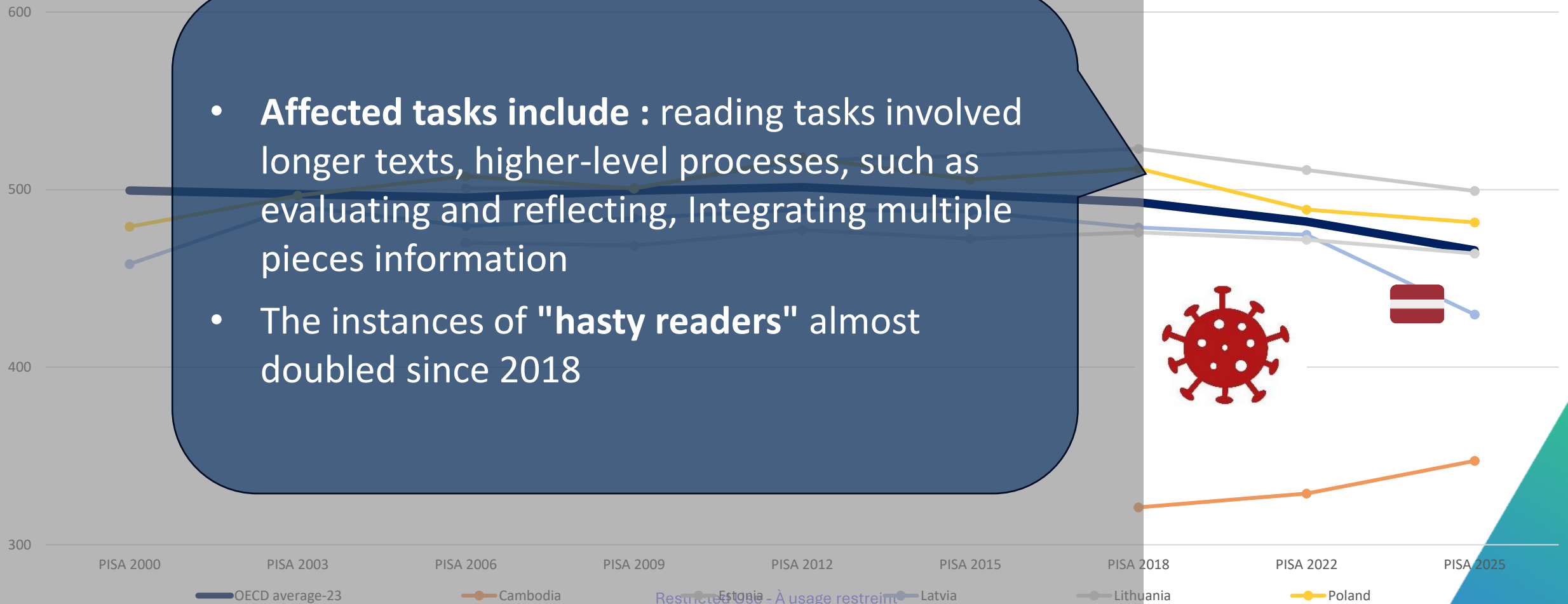
Social feed

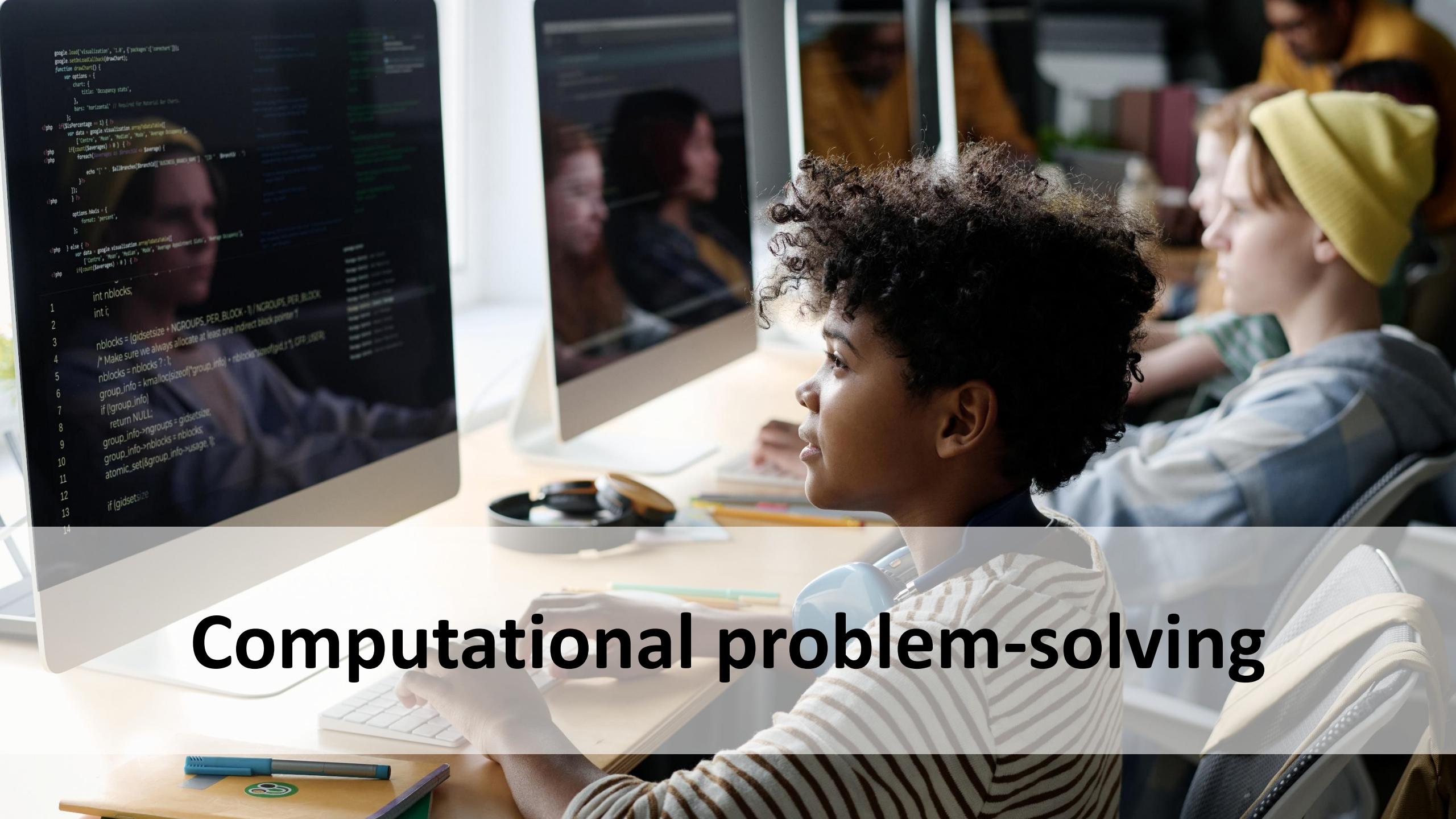


Short video



AI assistant

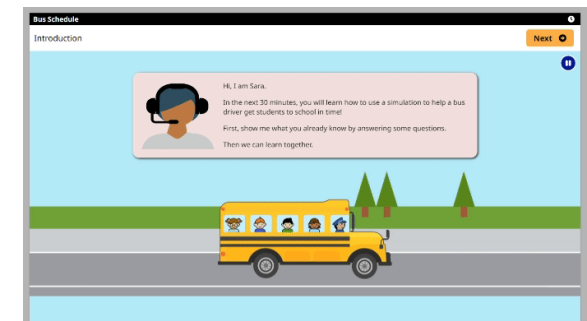
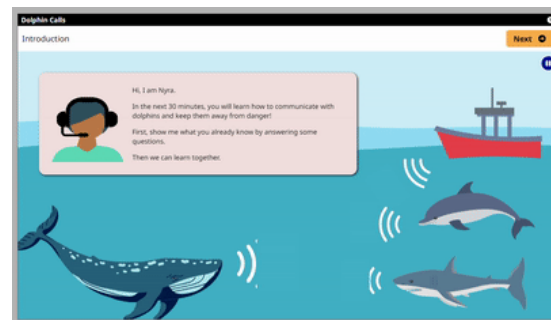
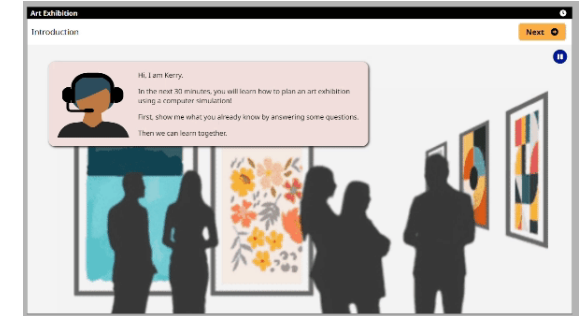
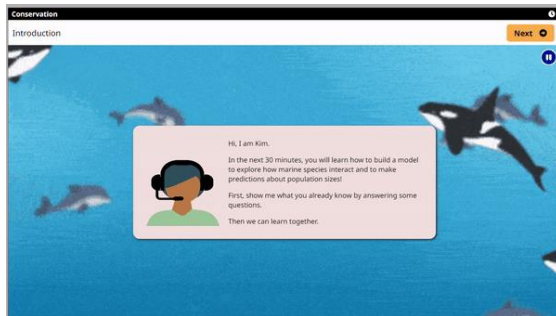
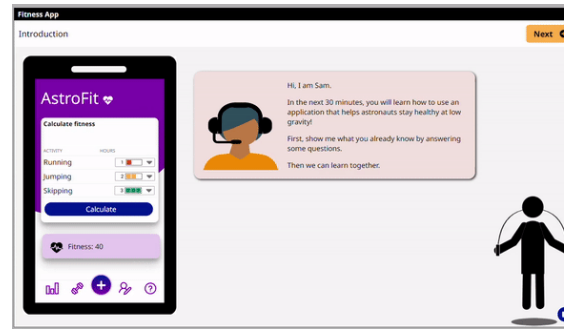
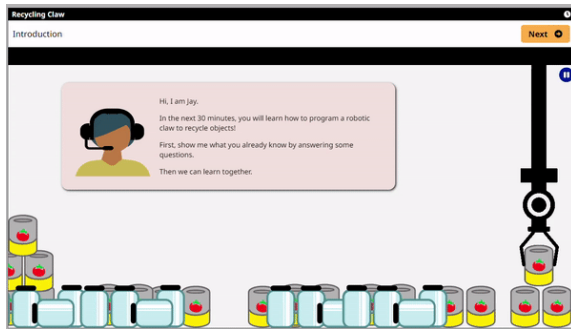




Computational problem-solving



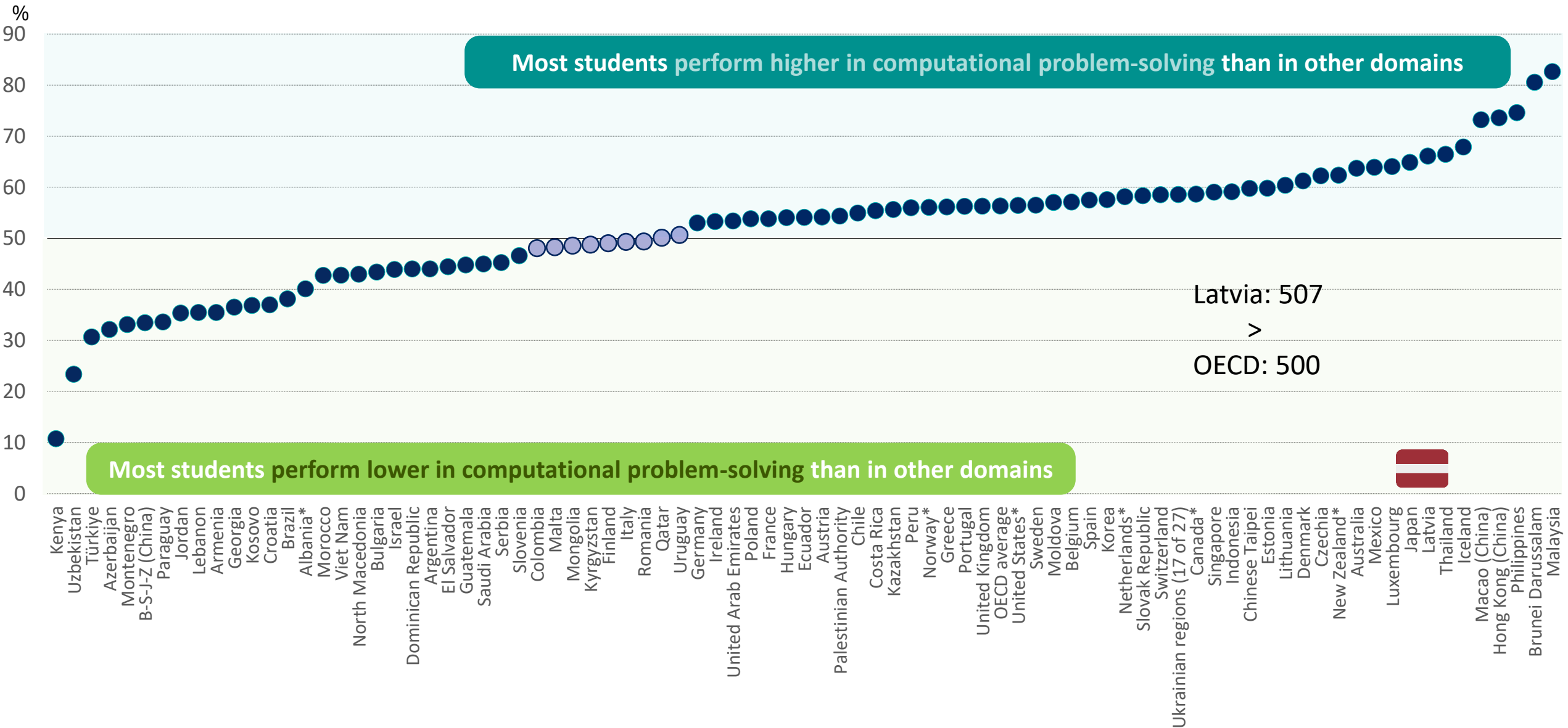
Computational problem solving units





Countries punching above (or below) their weight in Computational Problem-Solving

Figure I.2.4





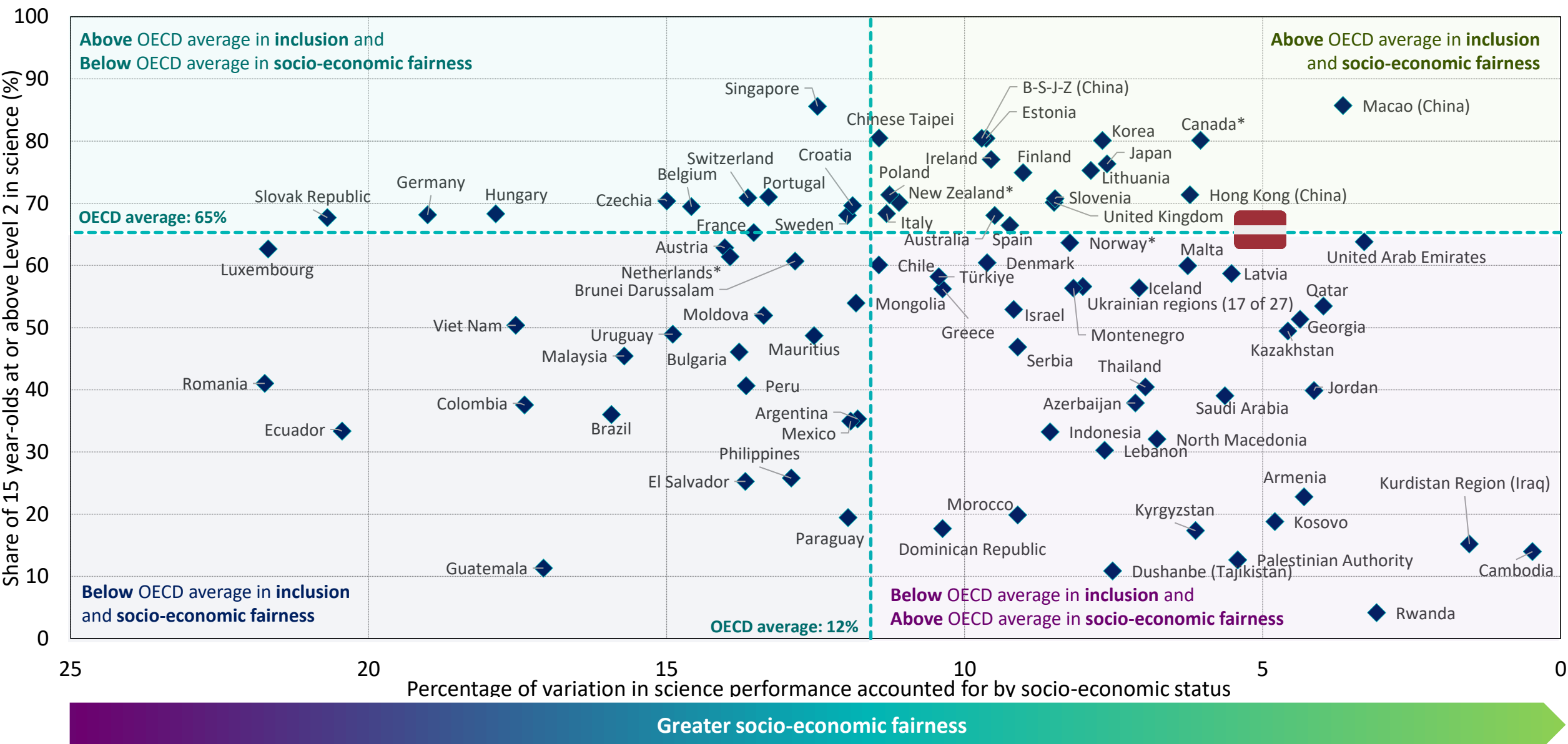
Opportunity for all

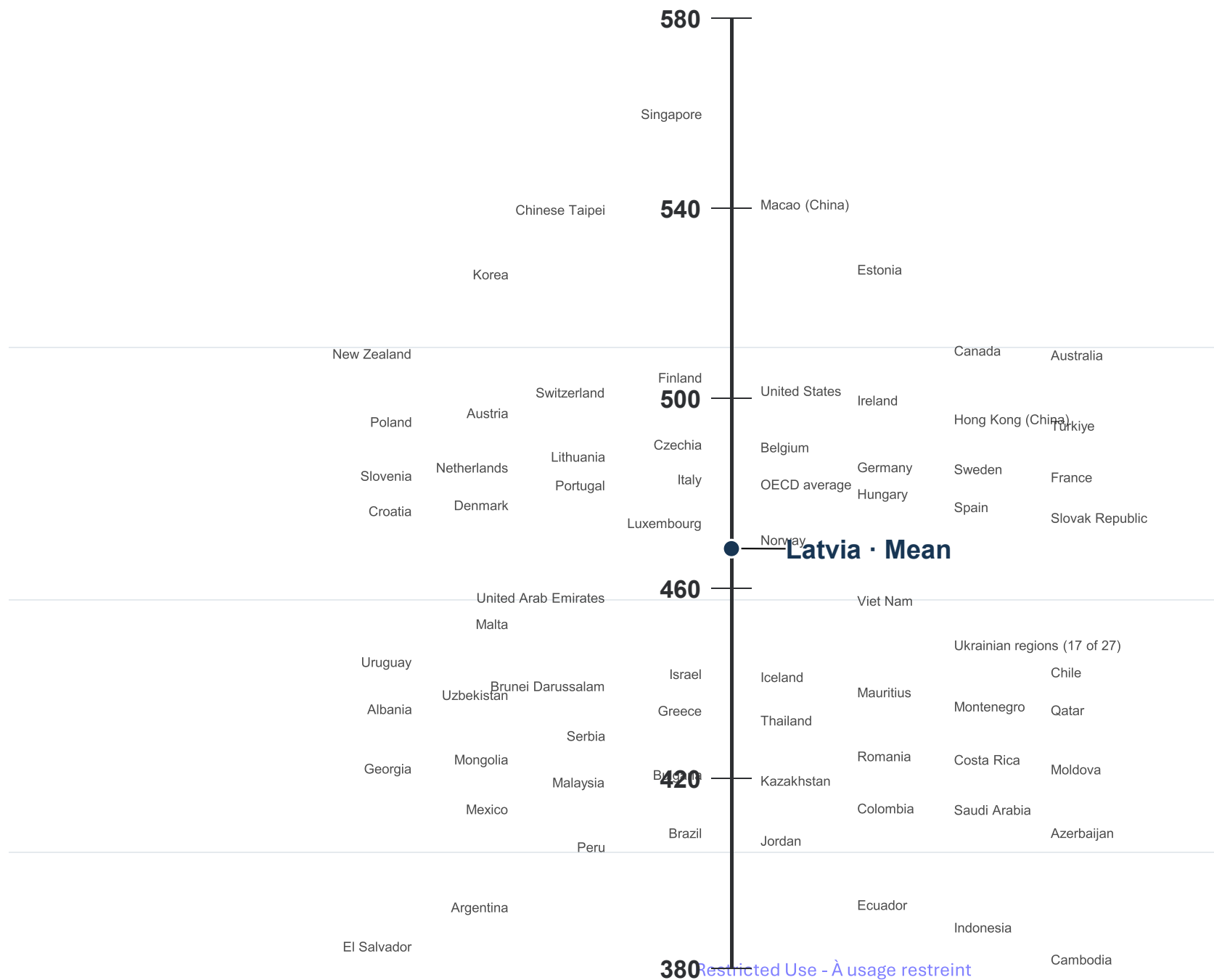


Where equity and quality go together

Strength of socio-economic gradient and share of 15 year-olds at or above proficiency Level 2 in science

Figure I.2.10



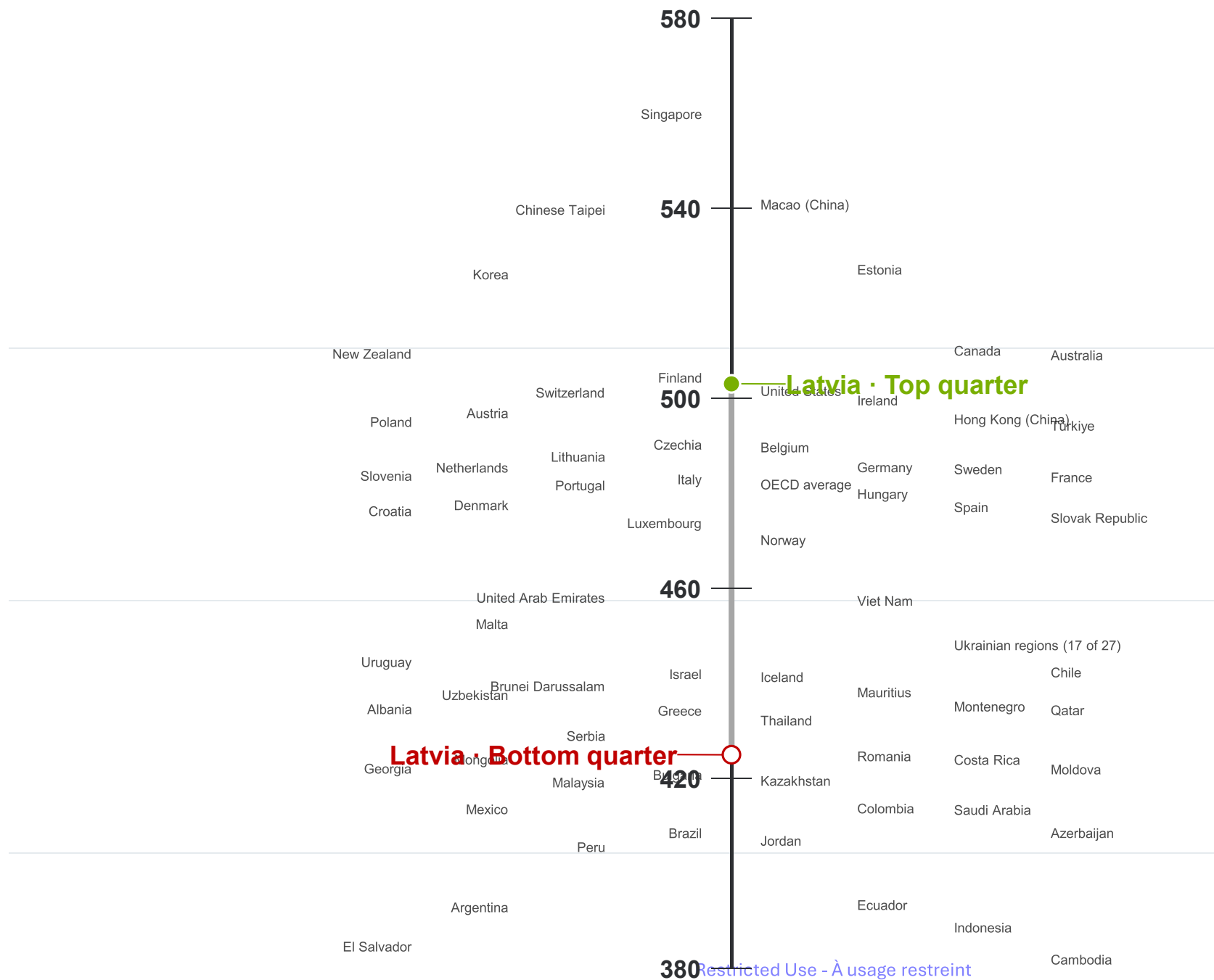


Latvia

All students

468 points





SOCIO-ECONOMIC GAP

Latvia

Between students in the lowest and highest quarters of the international ESCS distribution

78-point gap





SOCIO-ECONOMIC GAP

Latvia

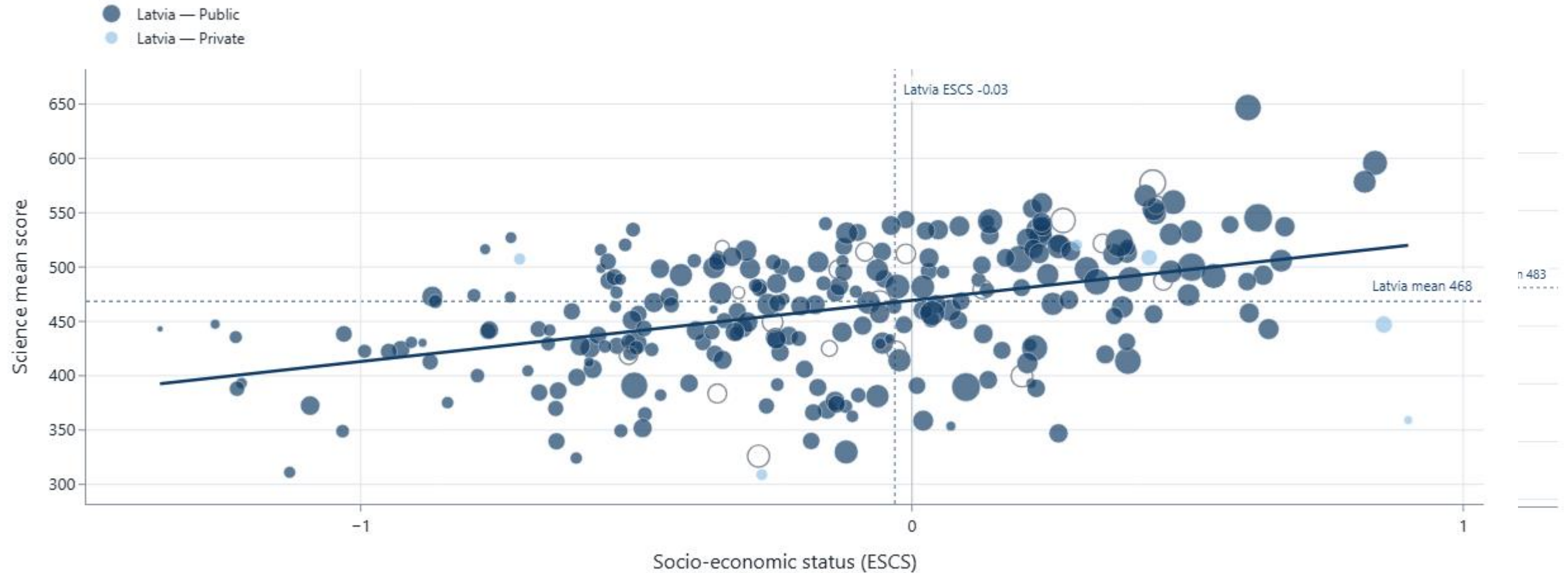
Between students in the lowest and highest quarters of the international ESCS distribution

78-point gap





School socio-economic status and performance



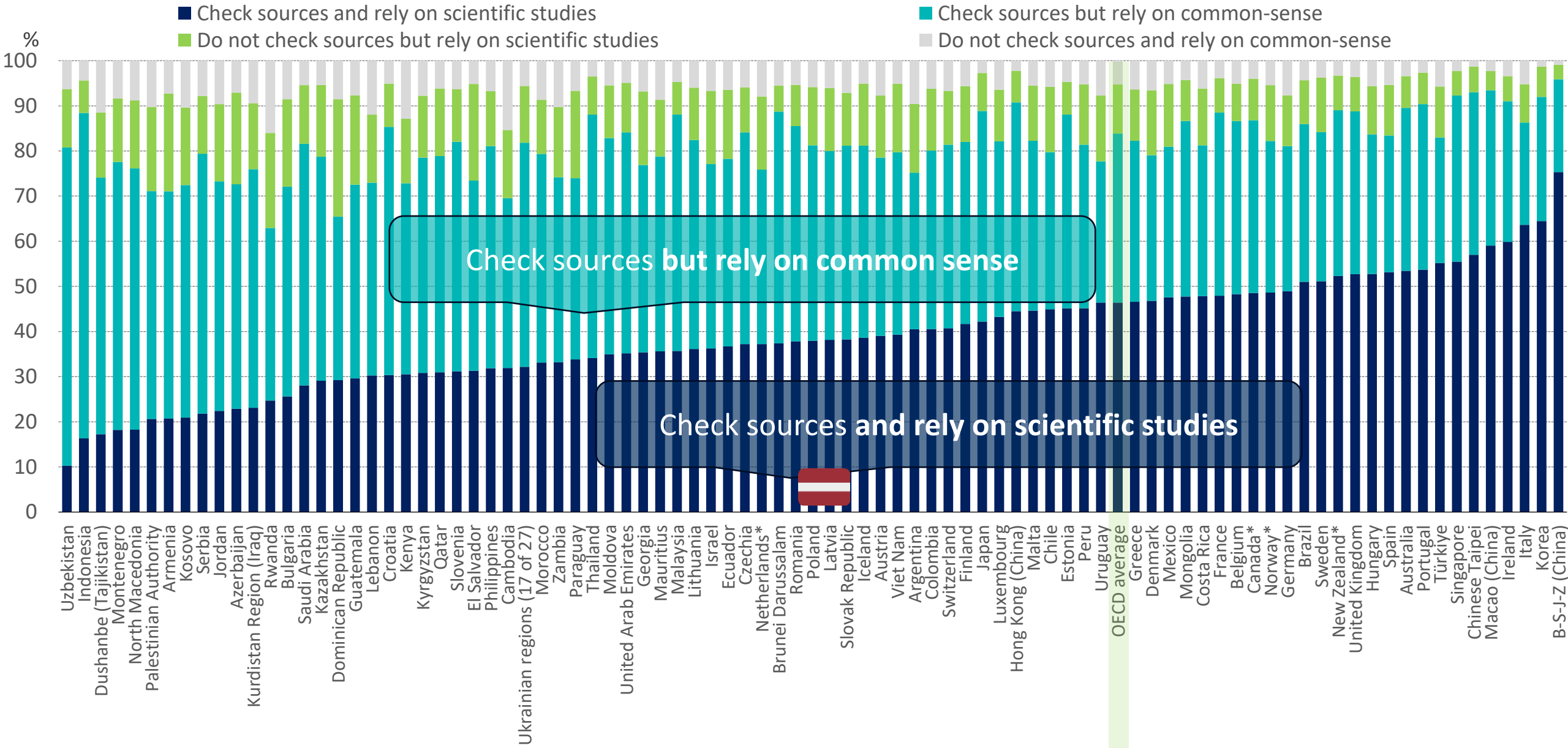


Science to make sense of the world



Students beliefs in science - epistemic profiles

Figure I.3.o1





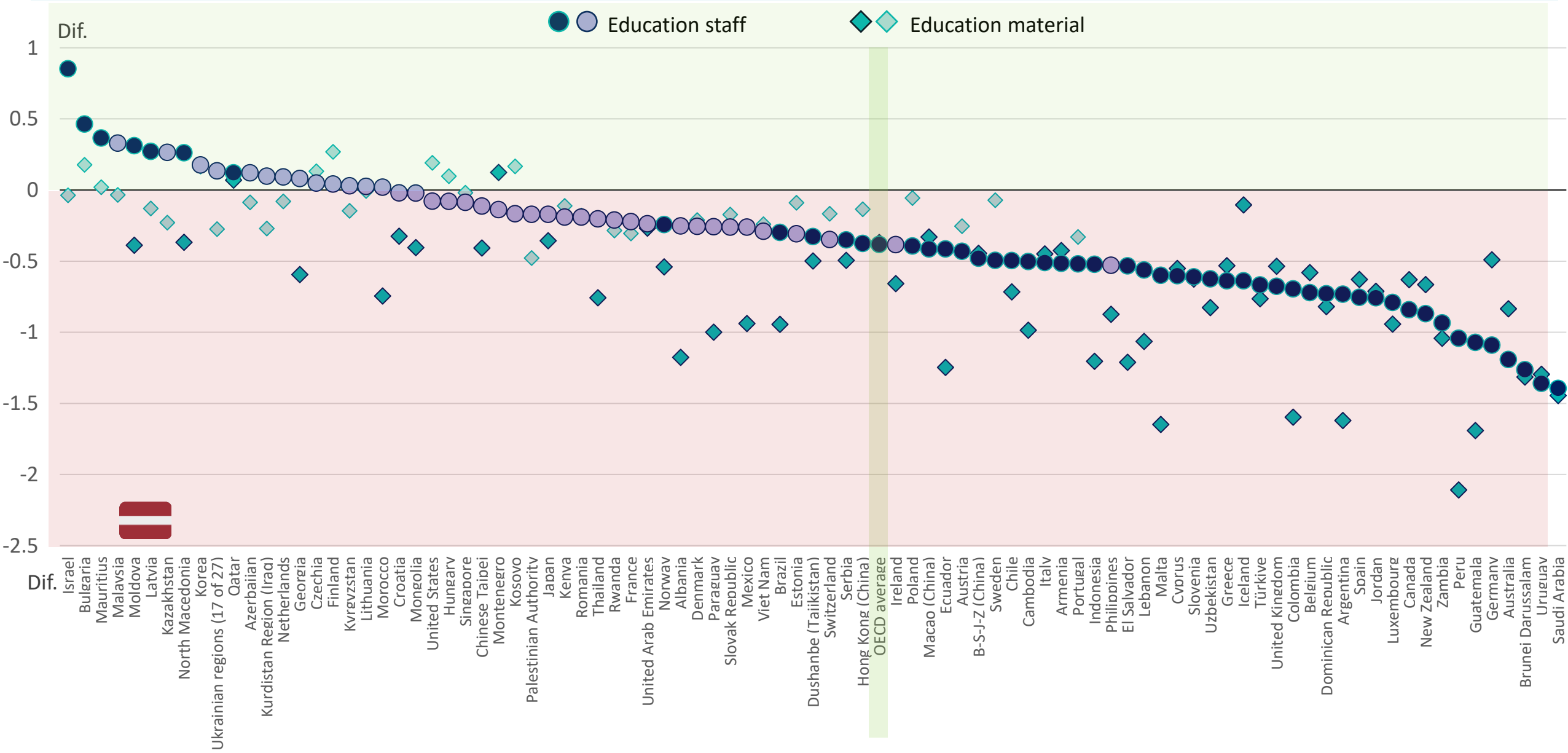
Aligning resources with needs



Perceived shortages of education staff and material

Table I_edushort_2sc

Table I_staffshort_2sc



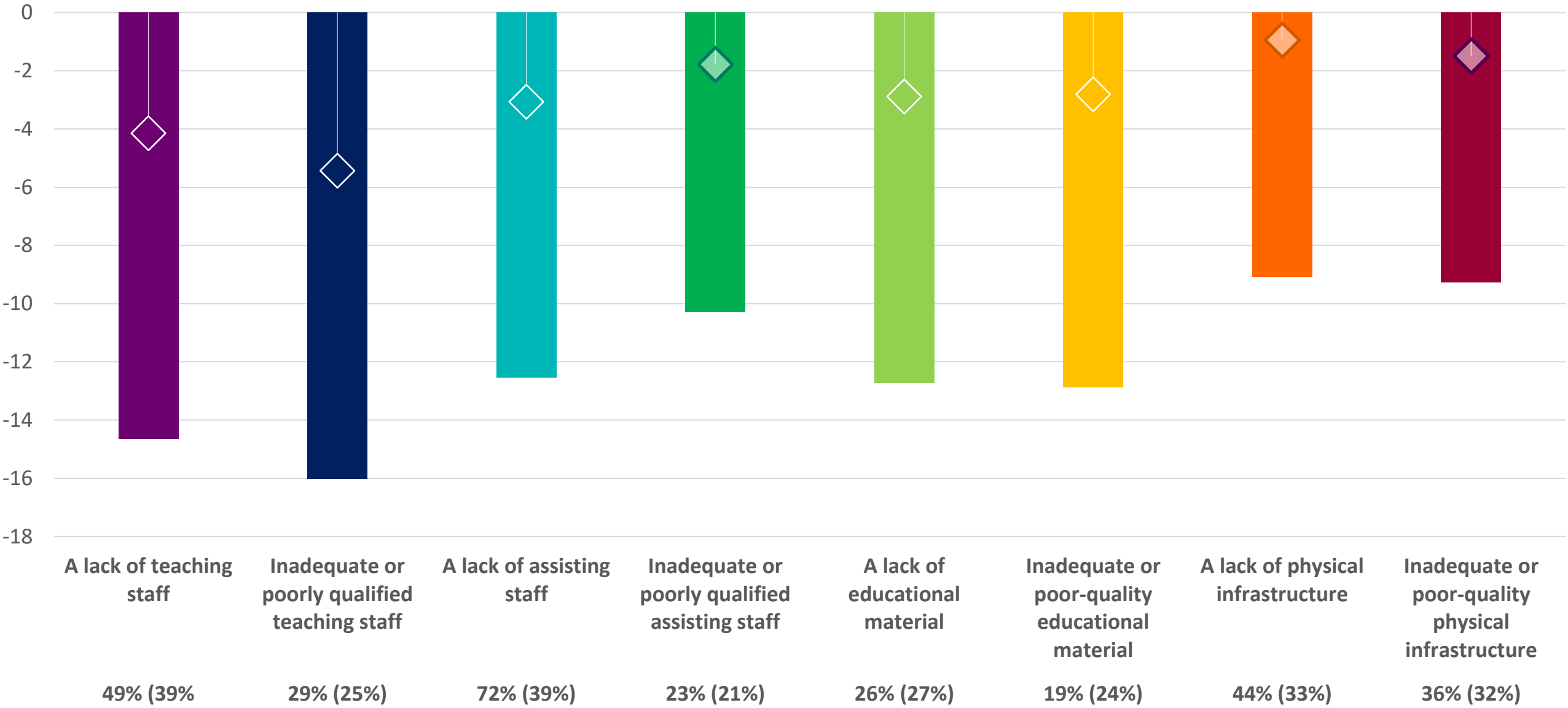


When schools lack resources, learning suffers

Shortage of education staff and material resources, and science performance

Figure I.4.19

Score-point difference ■ Before accounting for students' and schools' socio-economic profile¹ ◆ After accounting for students' and schools' socio-economic profile





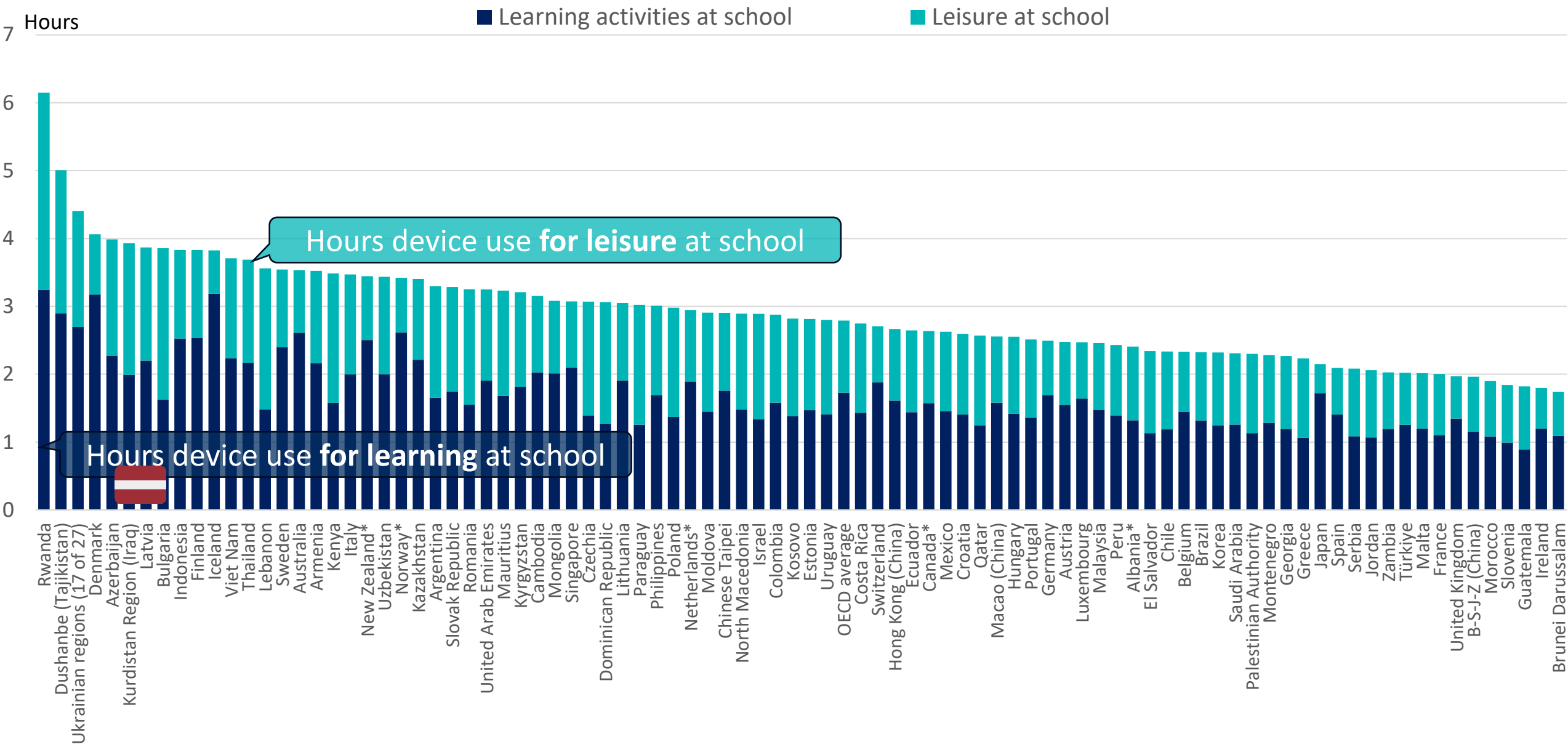
```
6 import os
7 import json
8 import time
9 import random
10 from contextlib import contextmanager
11 from functools import wraps
12 from threading import Thread
13
14 from psycopg2.pool import ThreadLocalPool
15
16 DIR = os.path.dirname(__file__)
17 DB_CONFIG = os.path.join(DIR, 'db_config.json')
18
19 SCHEMA_PATH = os.path.join(DIR, 'schema.sql')
20 FEED_PATH = os.path.join(DIR, 'feed.json')
21
22 LEDGER_TYPE_CREDIT = 'credit'
23 LEDGER_TYPE_DEBIT = 'debit'
24
25
26 def get_db_connection_string(configpath):
27     """
28     Reads the database config and returns DB connection string
29     """
30     with open(configpath, 'r') as f:
31         config = json.load(f)
32         # read keys from json config
33         DB_NAME = config['db']
34         USER = config['user']
35         PASSWORD = config['password']
36         # return connection string
37         return 'dbname={0} user={1} password={2}'.format(DB_NAME, USER, PASSWORD)
38
39 DB_CONN_STRING = get_db_connection_string(DB_CONFIG)
40
41 def connect_to_db(connections=2):
42     """
43     Connect to PostgreSQL and return connection
44     """
45     minconn = connections
46     maxconn = connections
47
48     pool = ThreadLocalPool(minconn, maxconn, DB_CONN_STRING)
49     return pool.getconn()
50
51
52 package control
53 Package Control: Add Channel
54 Package Control: Add Repository
55 Package Control: Disable Package
56 Package Control: Discover Packages
57 Package Control: Enable Package
58 Package Control: Install Package
59 Package Control: List Packages
60 Package Control: Remove Channel
61 Package Control: Remove Package
62 Package Control: Remove Repository
63 Package Control: Satisfy Dependencies
```

Digital resources



Digital time can take up a big part of the school day

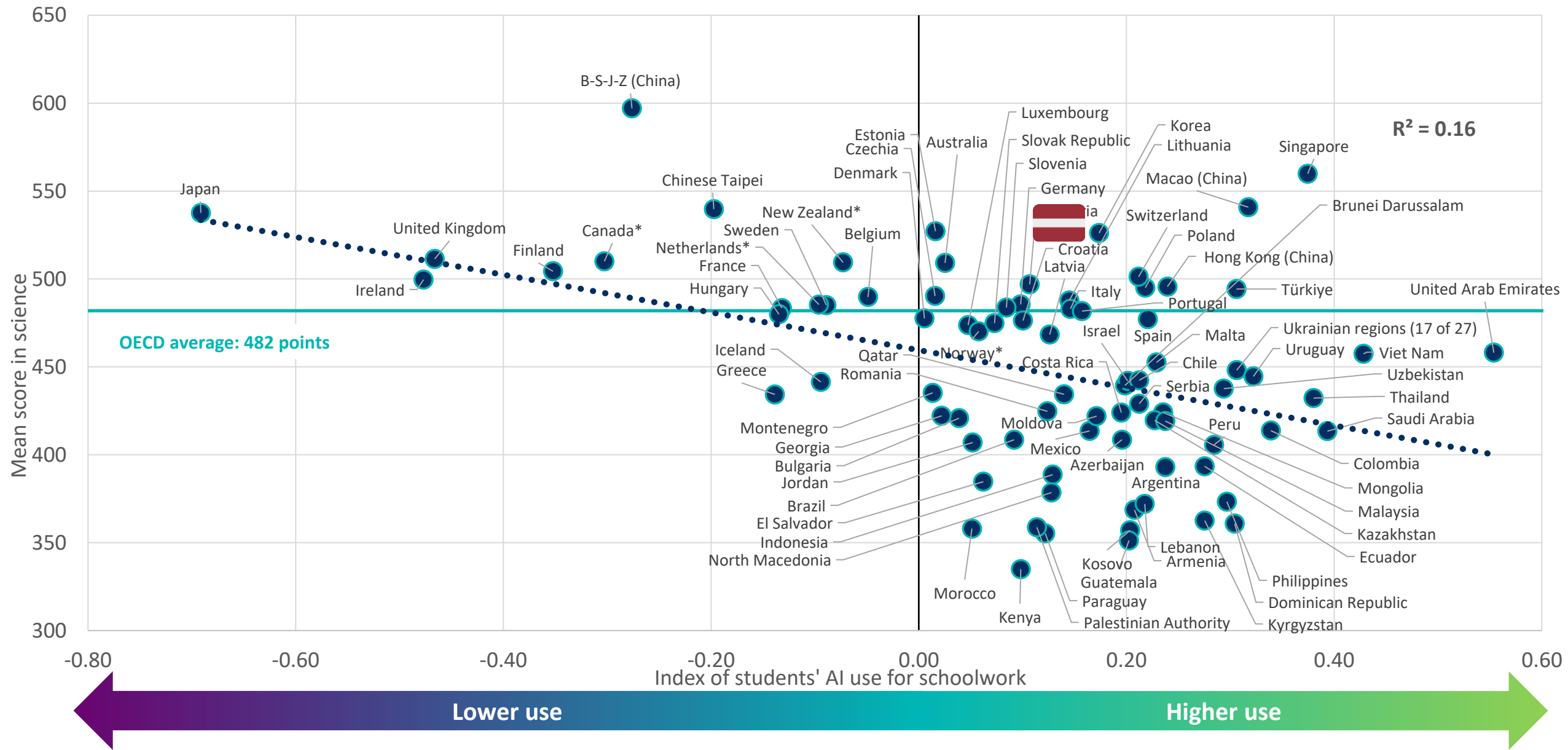
Table I.B1.4.2





Use of AI and mean performance in science

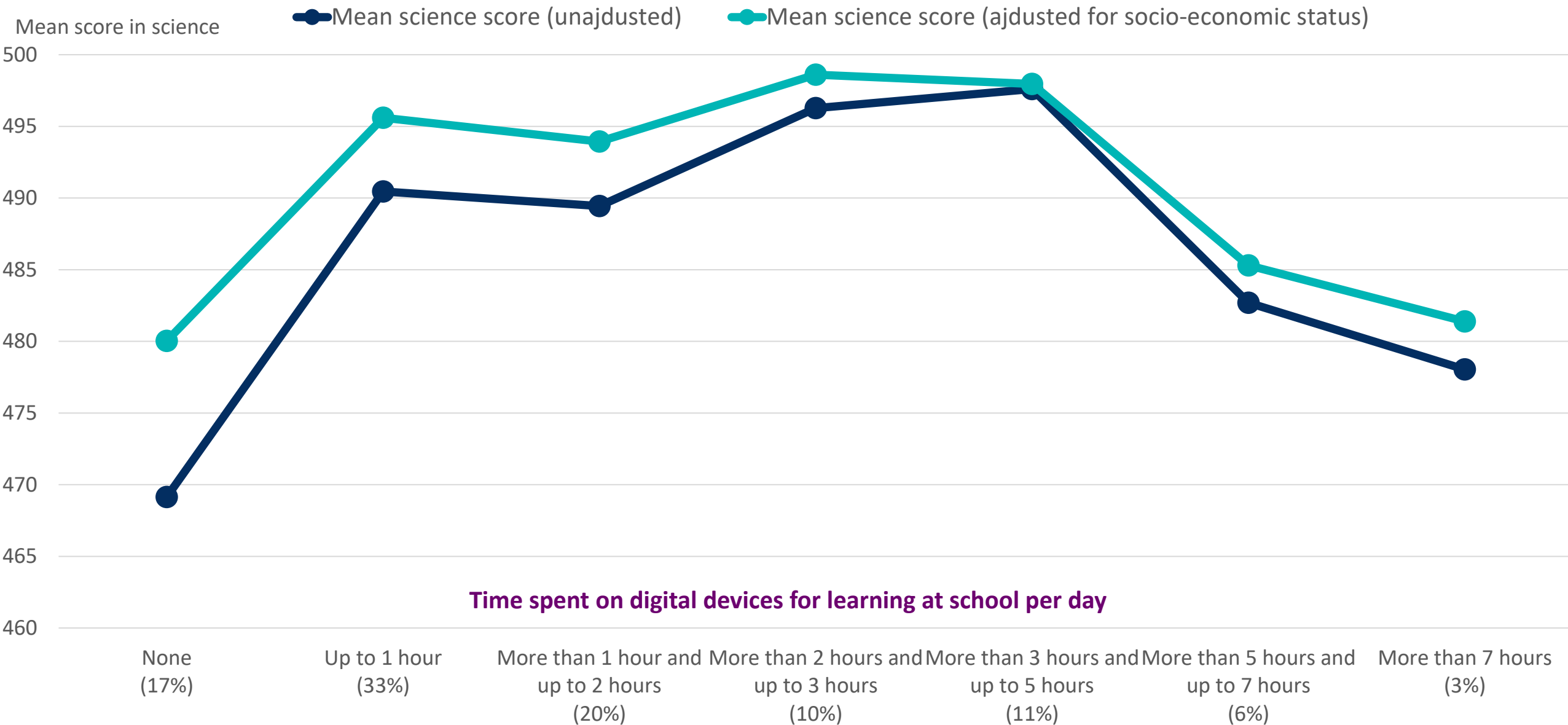
Figure I.4.17





Performance in science and use of digital devices for learning

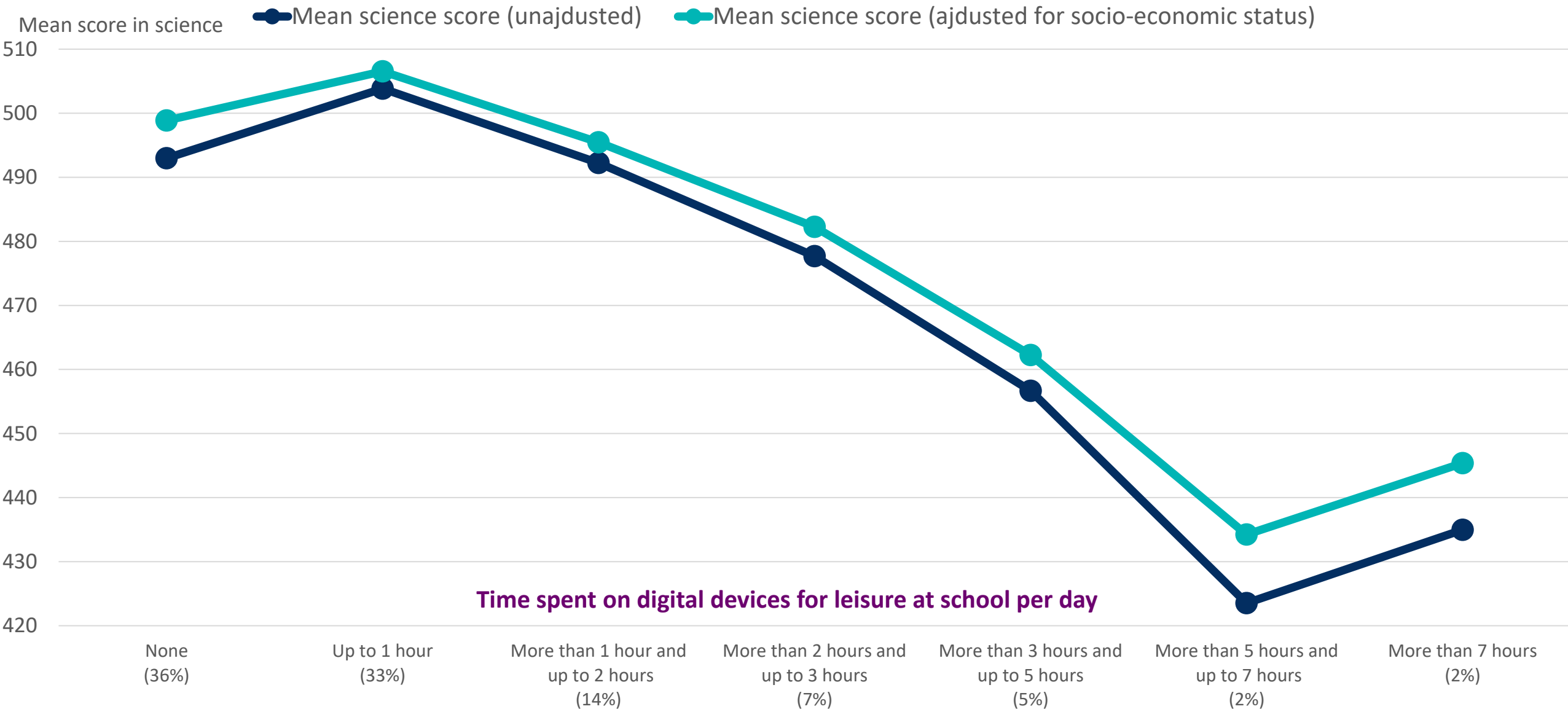
Figure I.4.5





Performance in science and use of digital devices for leisure

Figure I.4.6

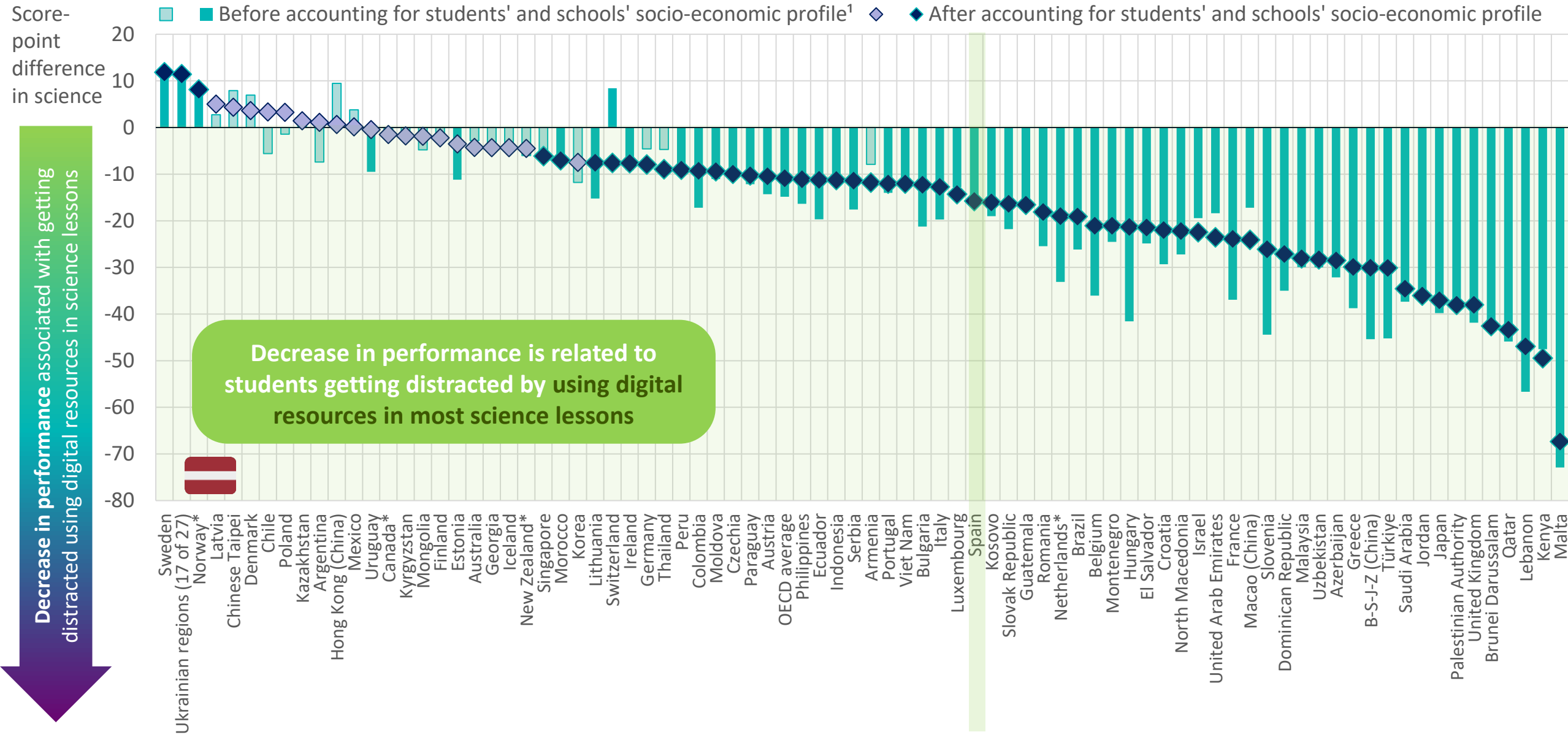




When attention drifts, learning suffers

Distraction from digital devices and science performance

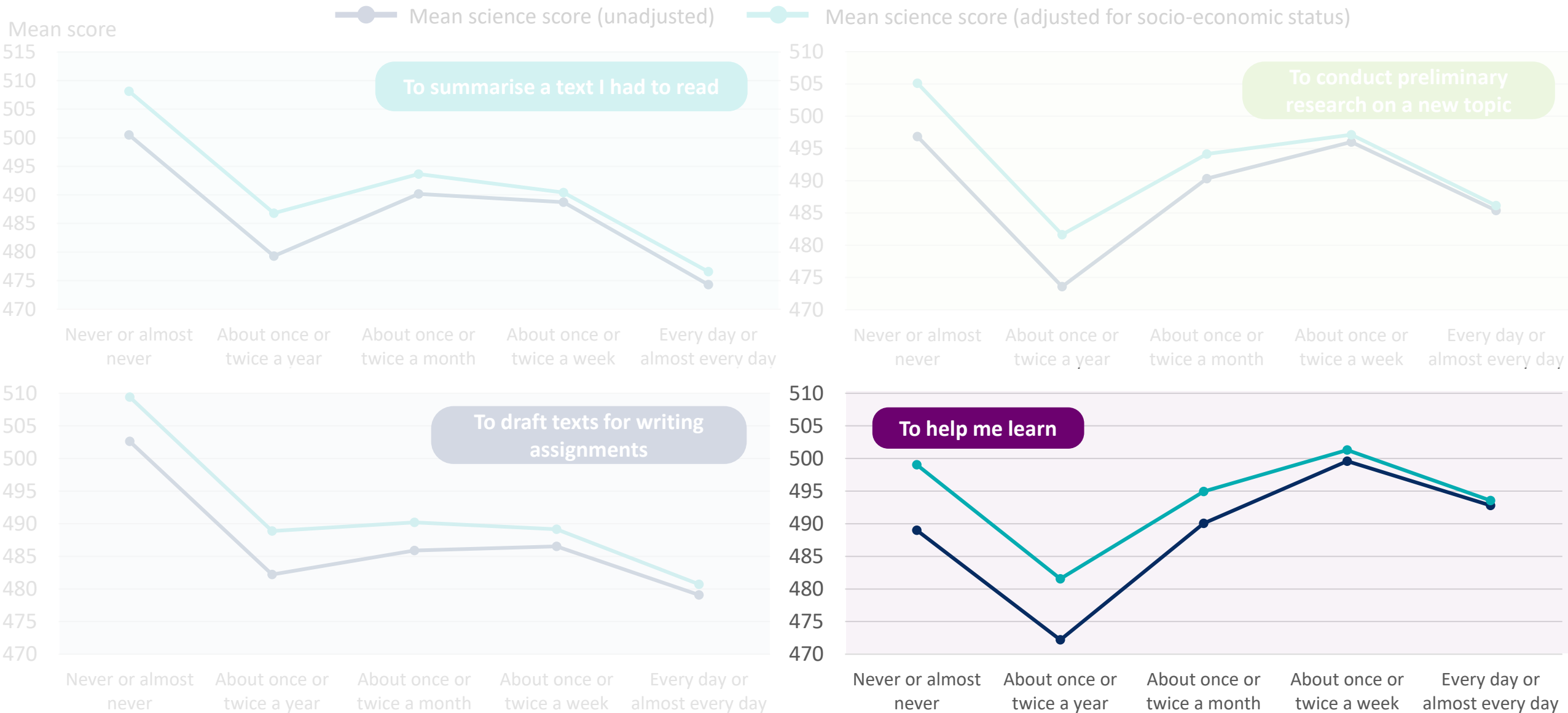
Figure I.4.8





Student performance in science, by frequency of AI use for schoolwork

Figure I.4.13



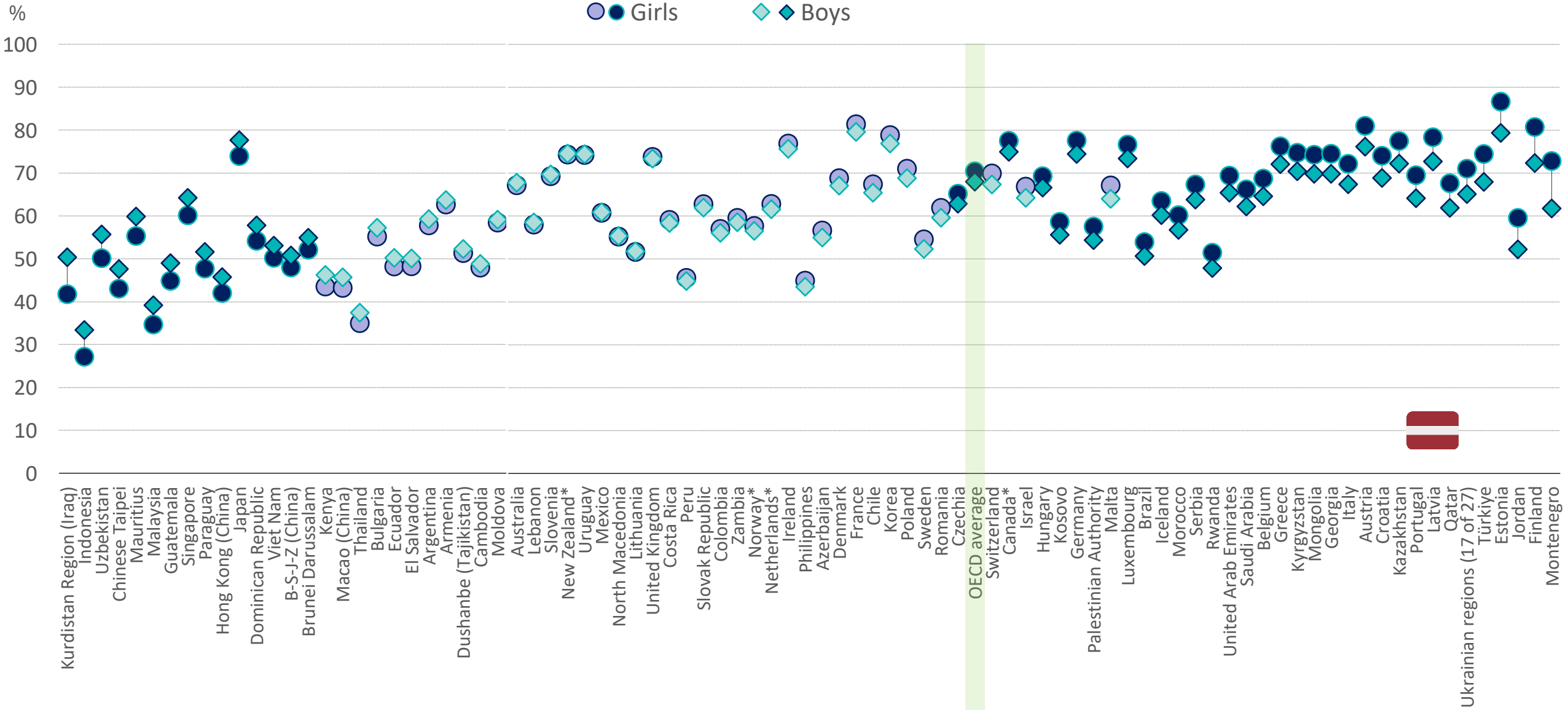
A photograph of a classroom scene. A female teacher with grey hair and glasses, wearing a brown vest over a white shirt, is sitting and smiling. She is surrounded by four students: a young woman with long brown hair in a pink shirt, a young woman with braided hair in a pink shirt, a young man in a striped shirt, and a young man in a light blue t-shirt. They are all sitting on wooden chairs and desks, laughing and talking. The background shows a classroom with windows and a whiteboard.

Students learn best in caring environments



Students with a growth mindset, by gender

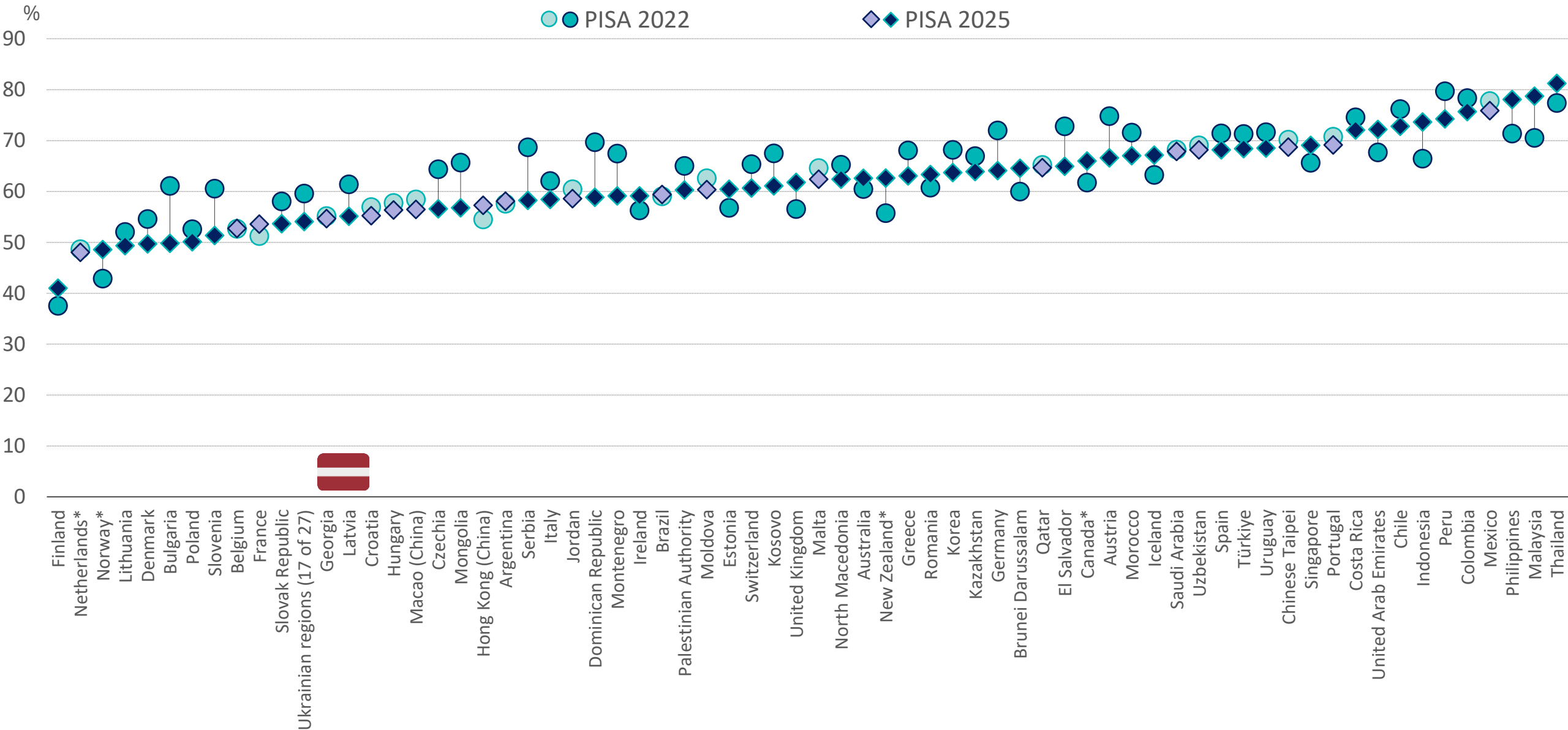
Figure I.3.7





Change in students who apply additional effort when work becomes challenging between PISA 2022 and PISA 2025

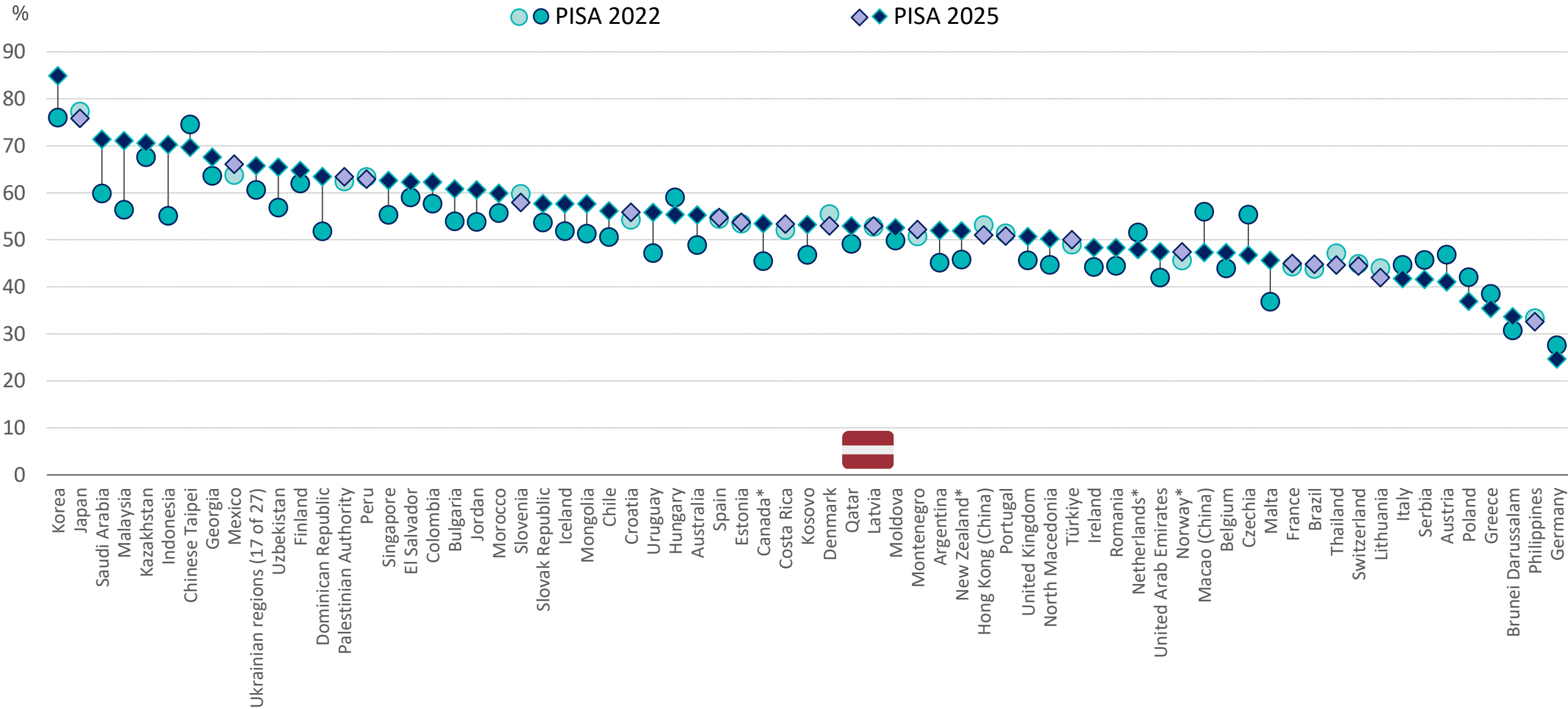
Figure I.3.4





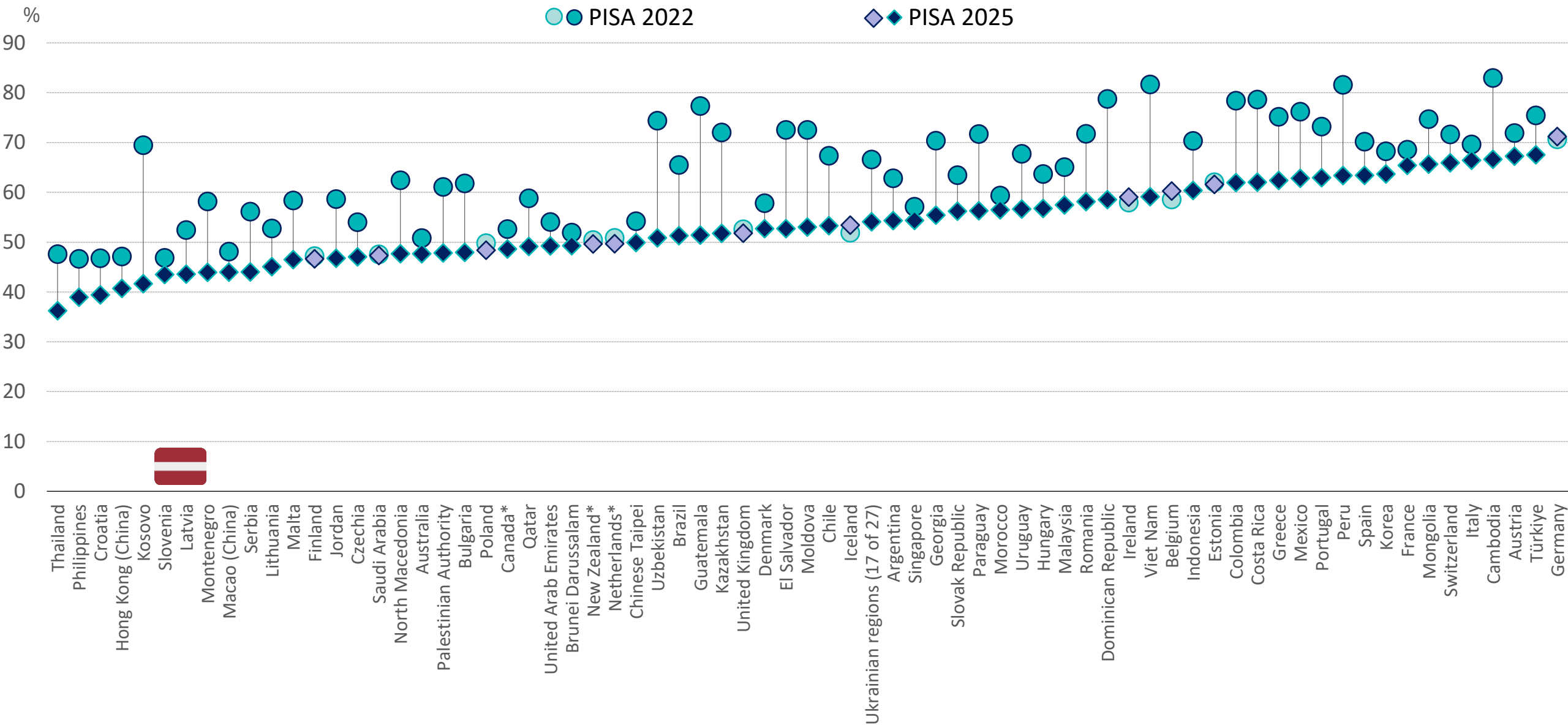
Change in students who disagree that school has done little to prepare them for adult life between PISA 2022 and PISA 2025

Figure I.3.28



Change in students who disagree that learning new things is boring between PISA 2022 and PISA 2025

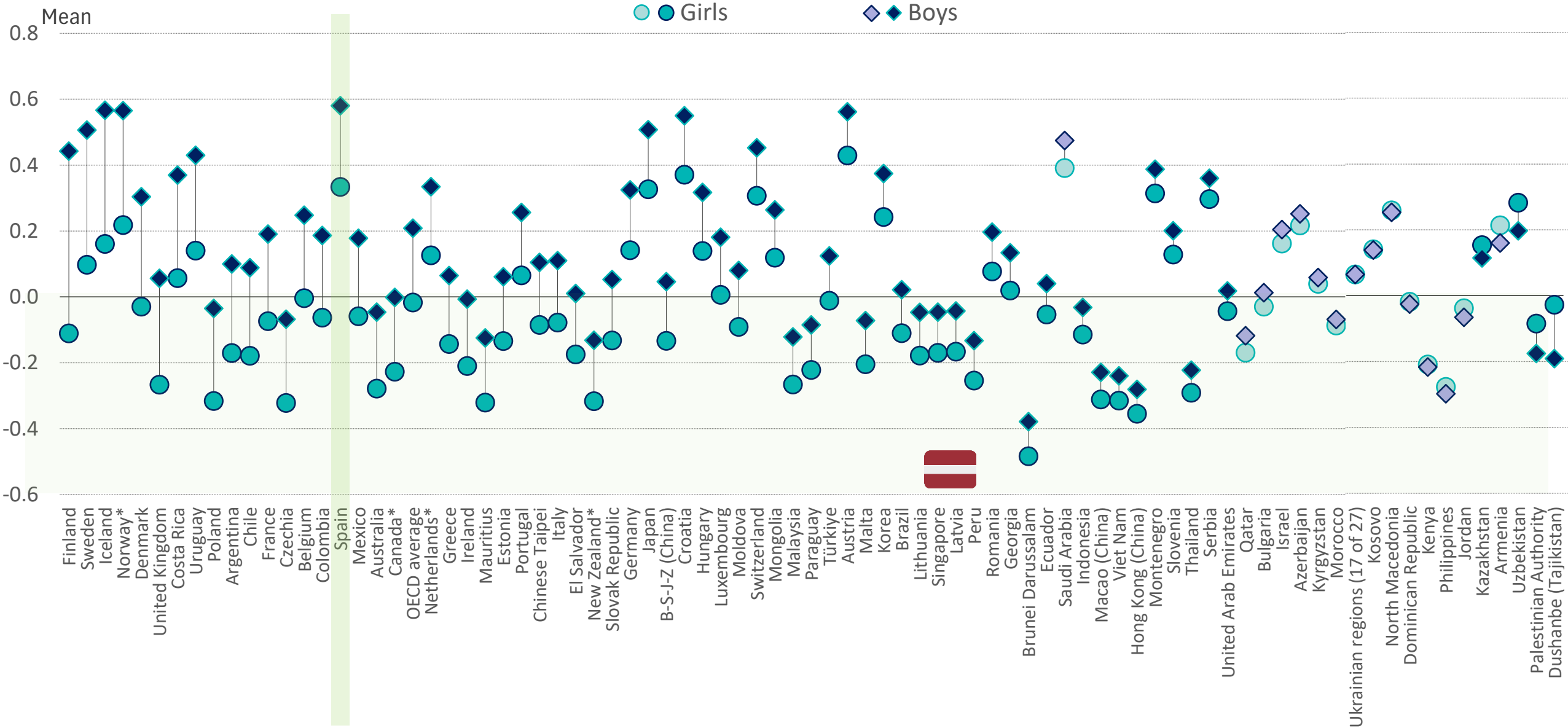
Figure I.3.2





Students' sense of belonging, by gender

Figure I.3.24

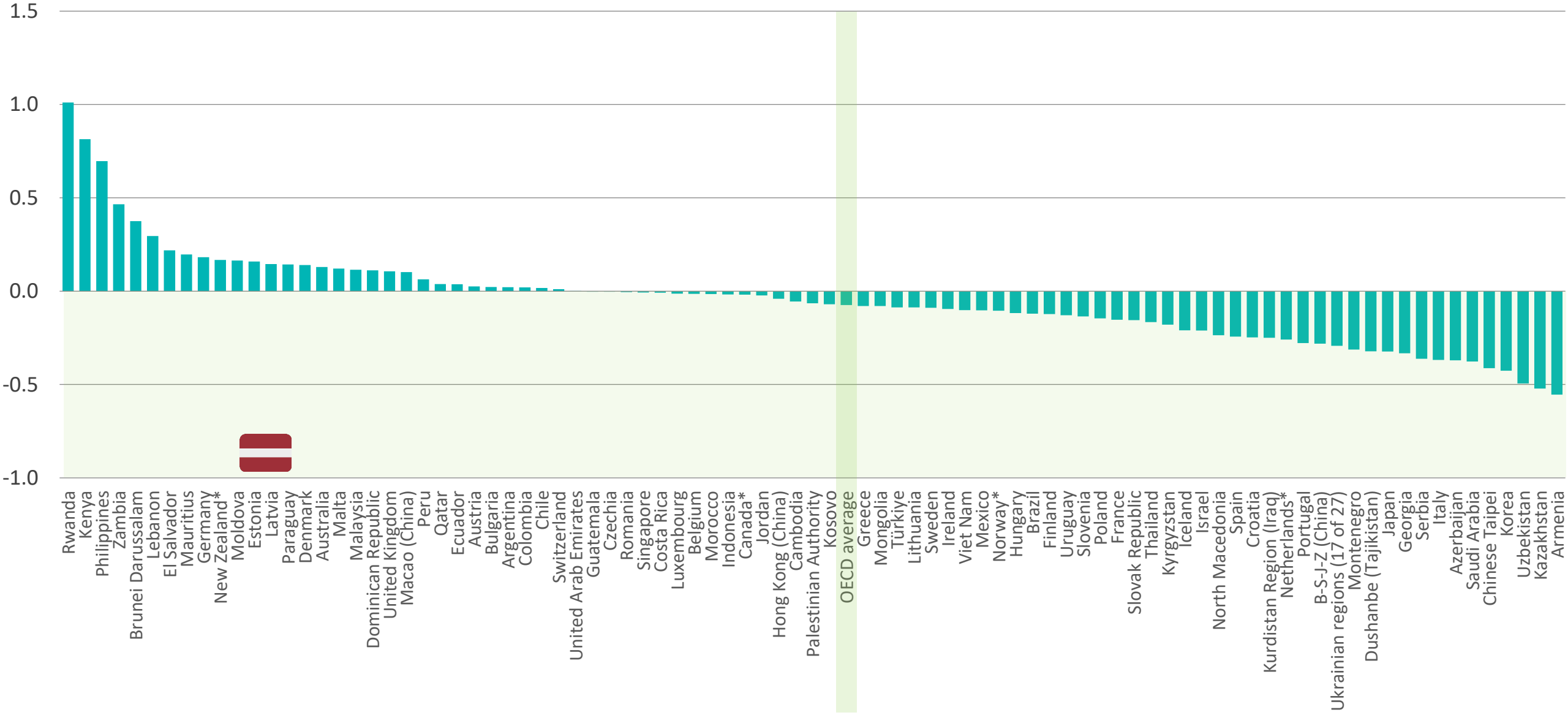




Students' exposure to bullying

Figure I.4.29

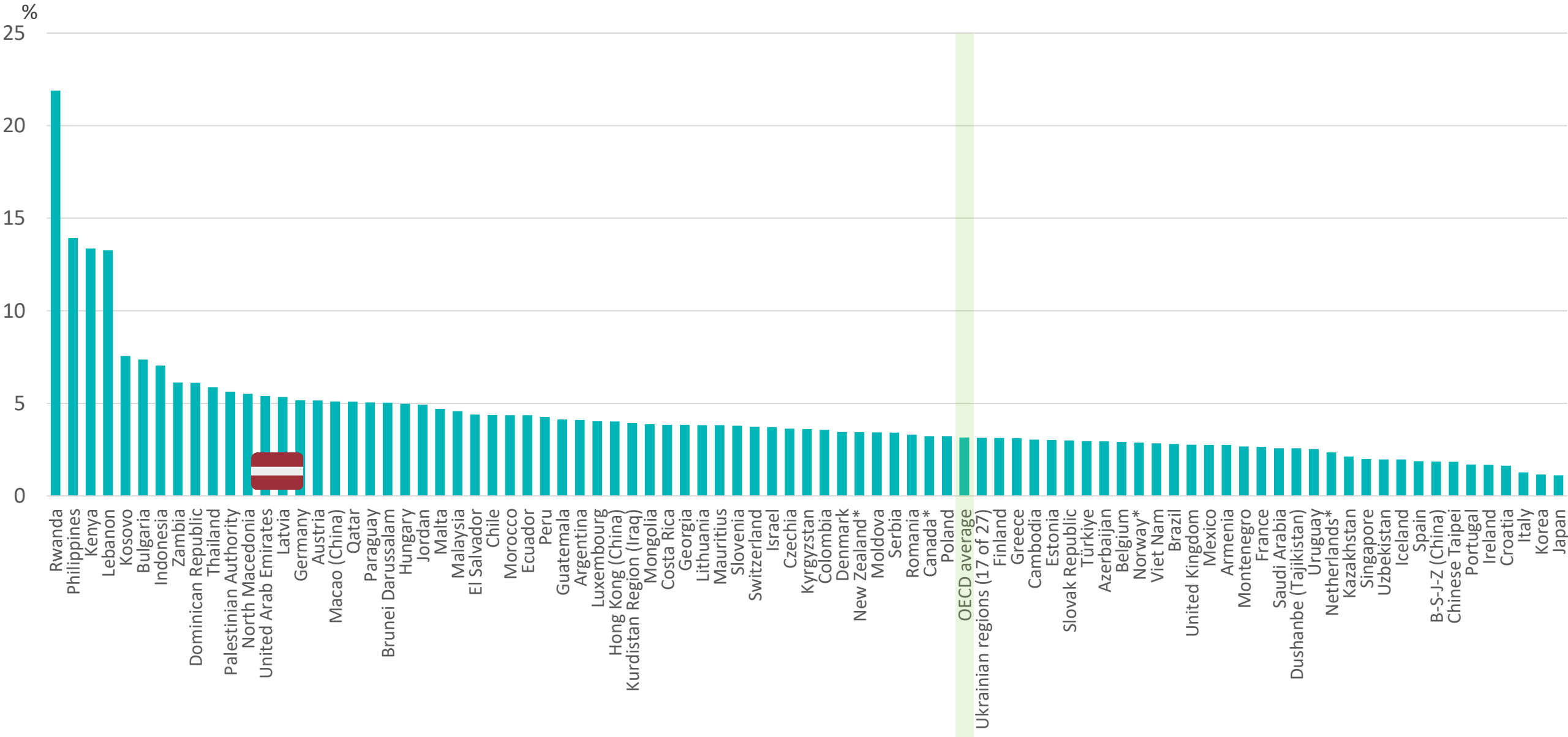
Index of exposure to bullying





Students' exposure to cyberbullying

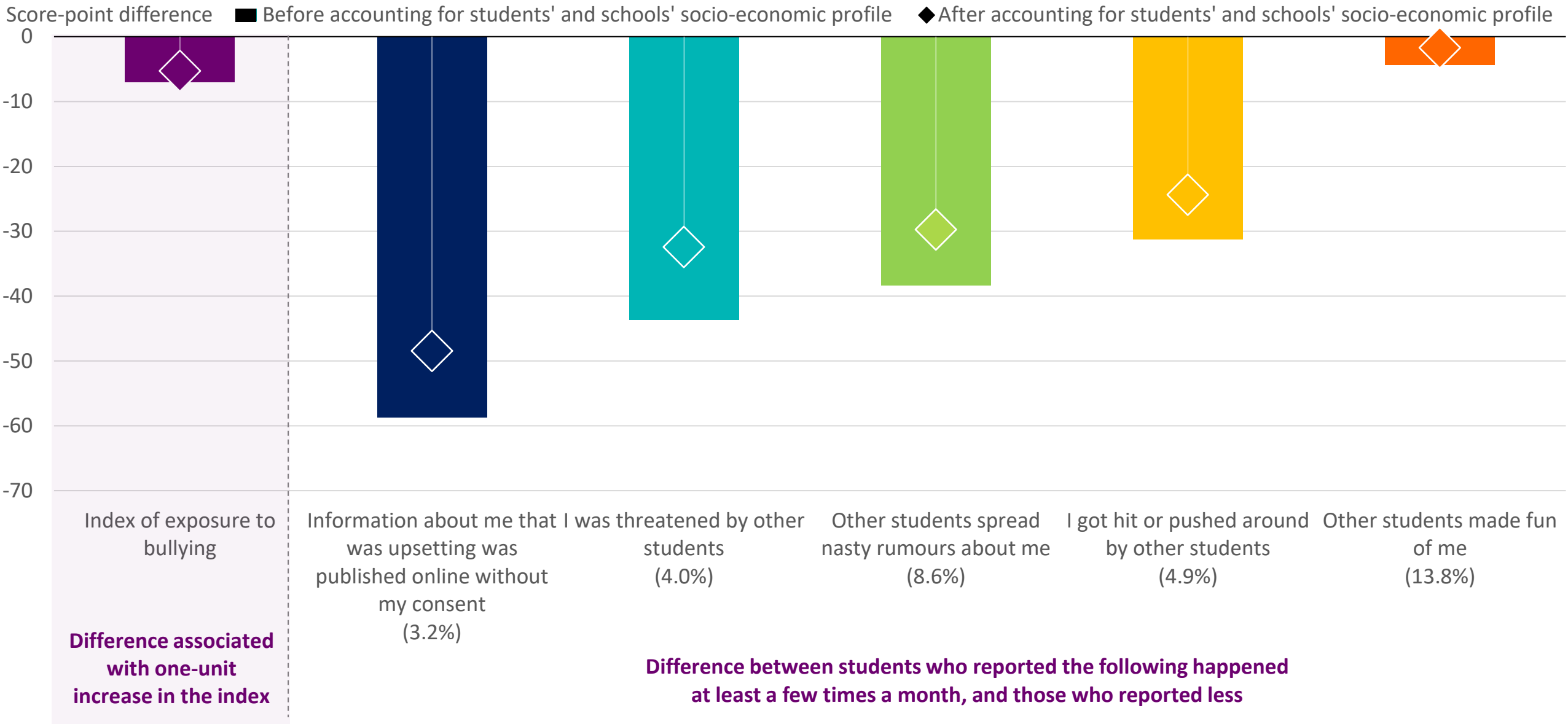
Figure I.4.30





Students' exposure to bullying and science performance

Figure I.4.31

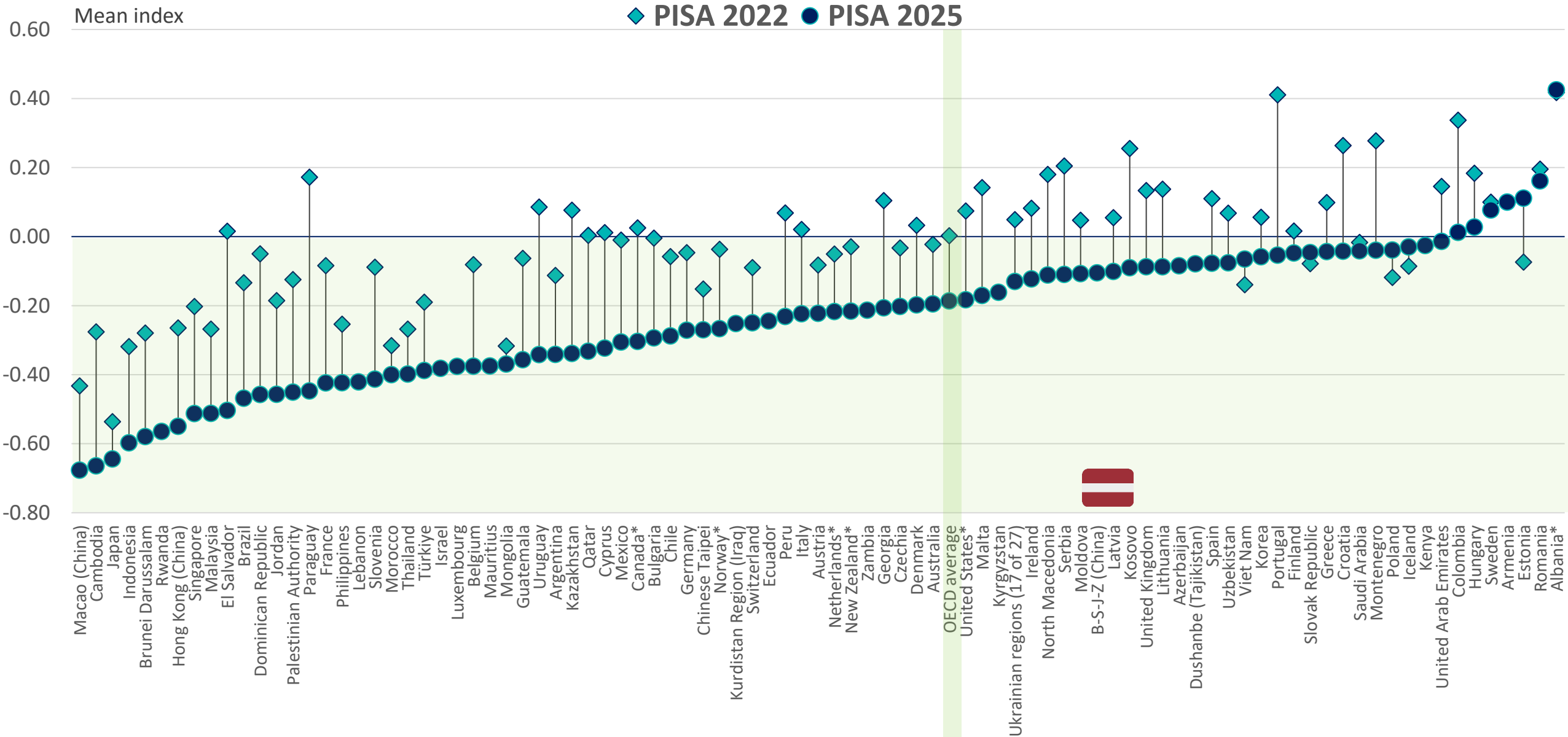




Family support is fading

Change between 2022 and 2025 in family support

Table I.B1.4.122



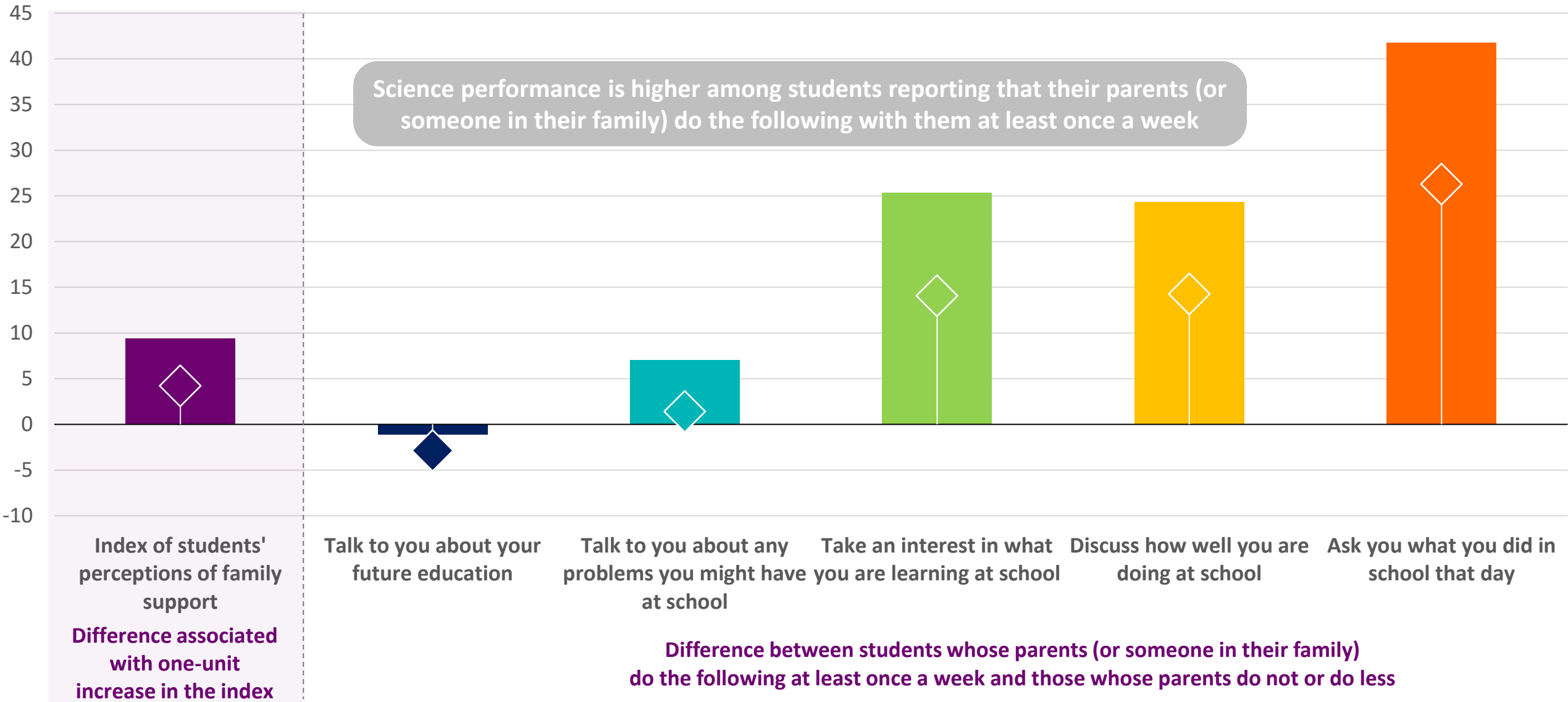


Family support matters for learning

Change in science performance associated with a one-unit increase in family support index; OECD average

Figure 8.4.25

Score-point difference ■ Before accounting for students' and schools' socio-economic profile¹ ◆ After accounting for students' and schools' socio-economic profile





**EDUCATION
& SKILLS**

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PISA 2026 Volume 1

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