

## HOW MANY STUDENTS ARE LOW PERFORMERS?

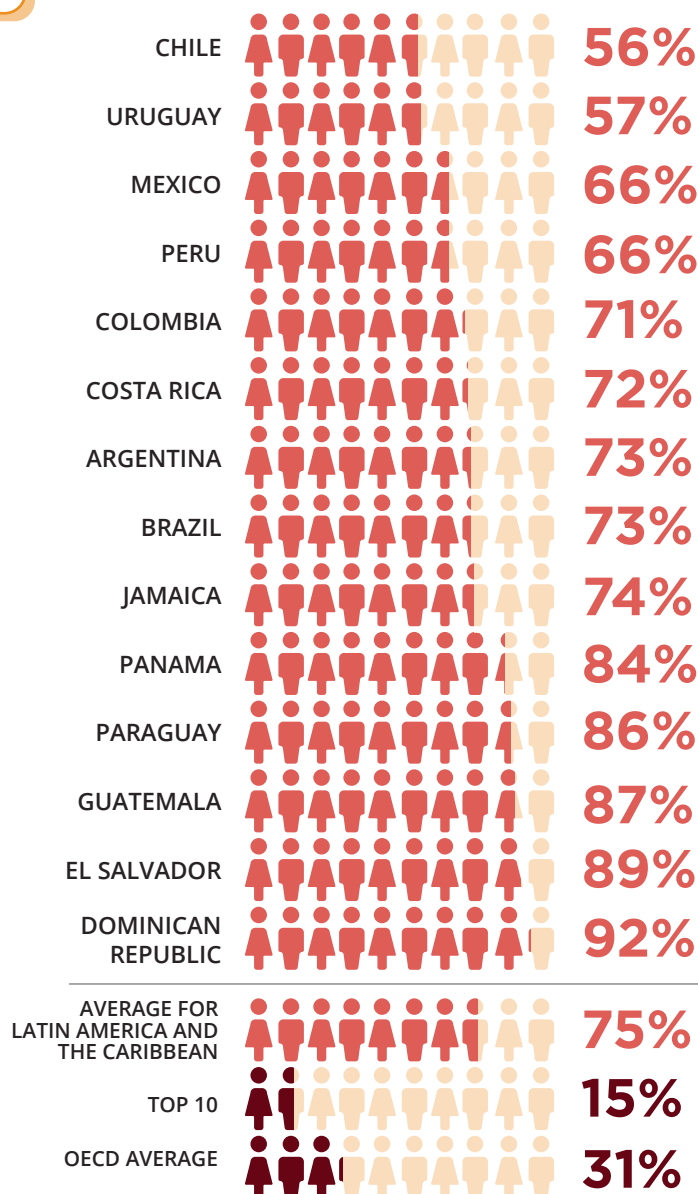
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Three out of four students in the region are low performers in mathematics, and half lack basic reading skills. This percentage increased in almost every country in the region between 2018 and 2022.

### In the region, three out of four students are low performers in mathematics

- 75% of the students in the region are low performers, i.e., they do not have basic mathematics skills (defined by PISA as Level 2).
- Only 31% of students in OECD countries perform at the lowest proficiency levels.
- In the **Dominican Republic and El Salvador**, nine out of ten students do not achieve basic mathematics proficiency.
- **Chile and Uruguay**, the best-positioned countries, have over 50% of low performers.
- The percentage of low performers in mathematics is higher than in reading and science.
- In the top ten countries in mathematics, only 15% of students are low performers.

### Low performers in mathematics, PISA 2022

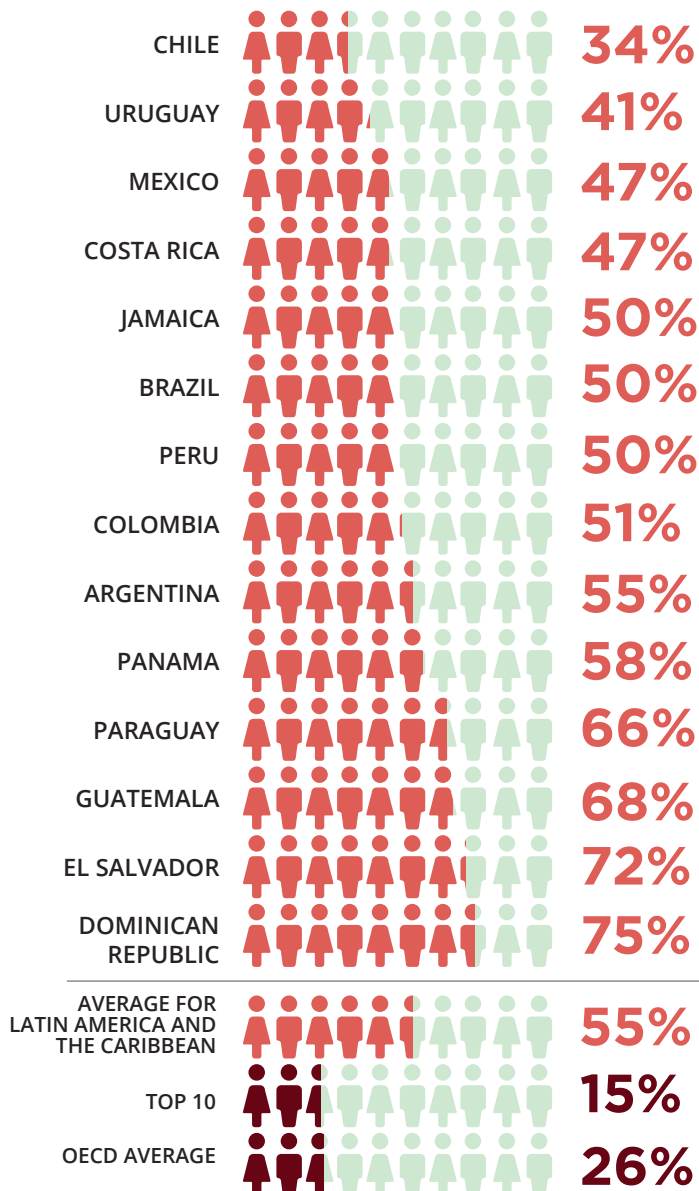


## Half of the students in the region lack basic reading skills

- 55% of students in the region fail to understand a simple text. However, the percentage of low performers is lower in reading than mathematics.
- In comparison, only 26% of students in the OECD and 15% of students in the top 10 countries are low performers.

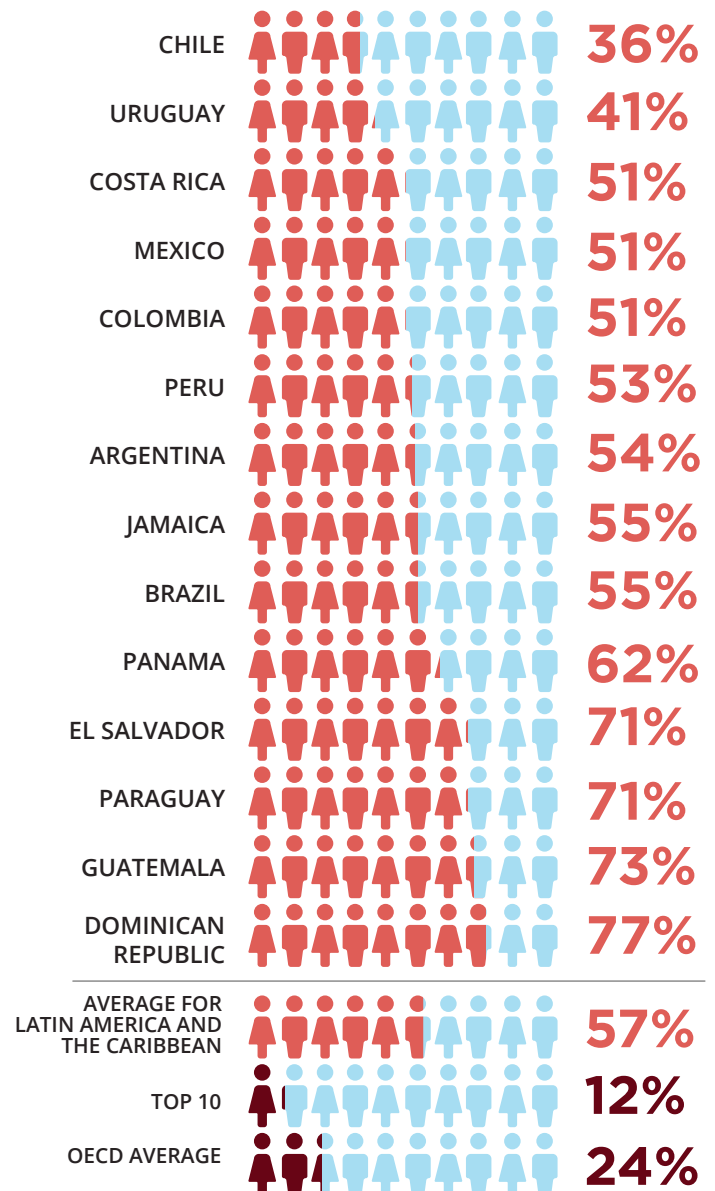
- Chile again has the best result in reading in the region, with 34% of low performers. In contrast, the Dominican Republic has the highest percentage (75%).
- The percentage of Latin American and Caribbean low performers in science is similar to that of reading (57%).

### Low performers in reading, PISA 2022



Source: OECD (2023), PISA 2022, Vol. I, Table I.B1.5.2

### Low performers in science, PISA 2022

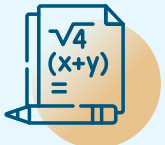


Source: OECD (2023), PISA 2022, Vol. I, Table I.B1.5.3

## What does it mean not to achieve basic proficiency?



In science, being unable to explain familiar phenomena or make inferences based on simple enquiries.



In mathematics, being unable to use basic formulae, procedures, or conventions to solve problems involving whole numbers.

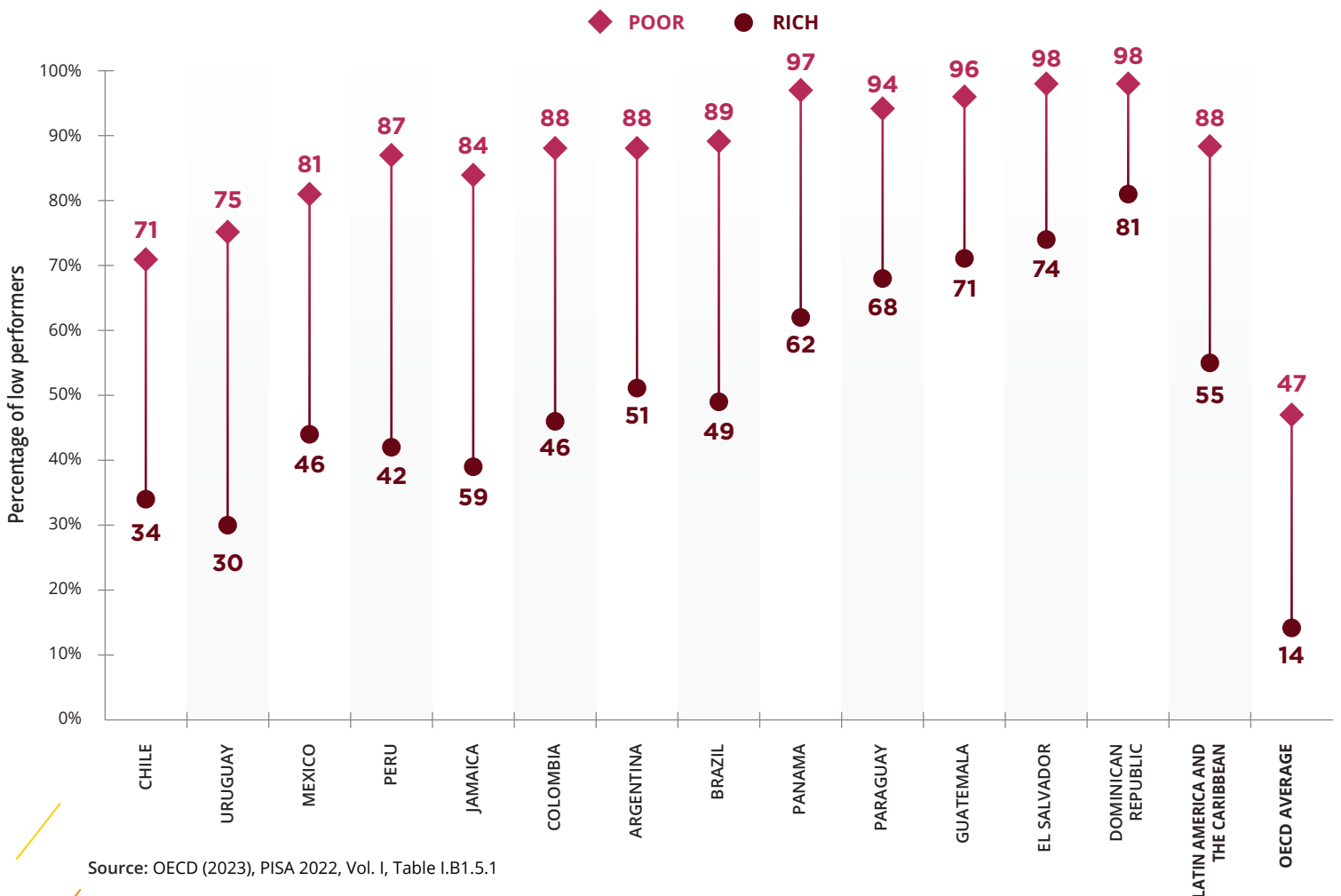


In reading, not being able to identify the main idea of a text, understand relationships, or infer information that is not directly provided in the text.

## Poor students in the region fare much worse than their wealthy peers

- On average, 88% of the poorest students in the region are low performers in mathematics, compared to 55% among the wealthiest.
- In four countries in the region, Panama, Guatemala, El Salvador and the Dominican Republic, over 95% of poorer students do not achieve basic mathematics proficiency.
- While in OECD countries, only 14% of wealthier students are low performers in Mathematics, in Chile and Uruguay—the best-positioned countries in the region—, this value rises to 30% and 34%, respectively.

### Low performance in mathematics according to socioeconomic status, PISA 2022



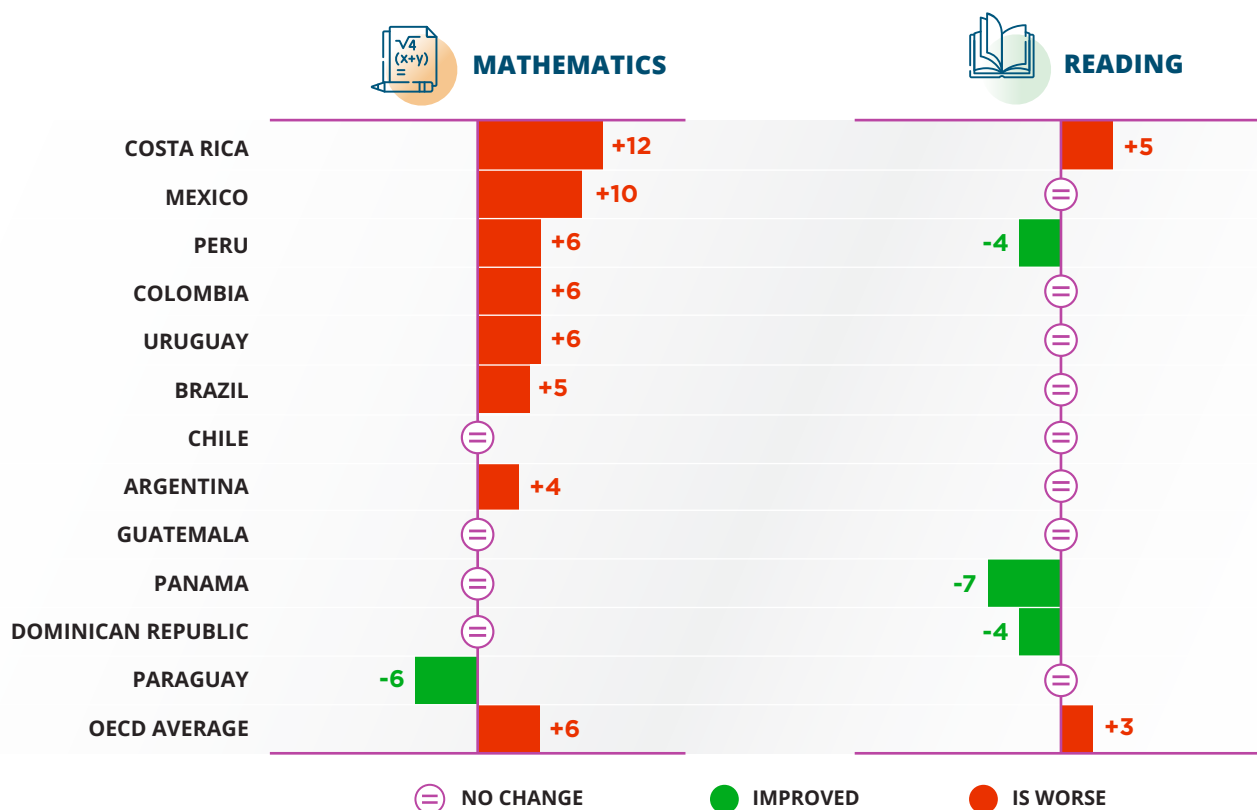
Source: OECD (2023), PISA 2022, Vol. I, Table I.B1.5.1

## The percentage of low-performing students in mathematics increases in almost every country in the region

- Costa Rica, Mexico, Peru, Colombia, Uruguay, and Brazil have a higher percentage of low performers in mathematics. Paraguay is the only country in the region where this percentage has decreased.

- Costa Rica is the only country where the percentage of low performers in reading increases. Peru, Panama and the Dominican Republic managed to reduce this percentage.
- In OECD countries, the percentage of low performing students in reading and mathematics increased since 2018.

### Variation in percentage of low performance, PISA 2018–2022



Source: OECD (2023), PISA 2022, Vol. I, Table I.B1.5.1 & Table I.B1.5.2

Footnote: Differences that are not statistically significant are marked with an equal sign.

Learn more about PISA in LAC [here](#)

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References: OECD (2023), PISA 2022 Assessment and Analytical Framework, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/dfe0bf9c-en>.

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