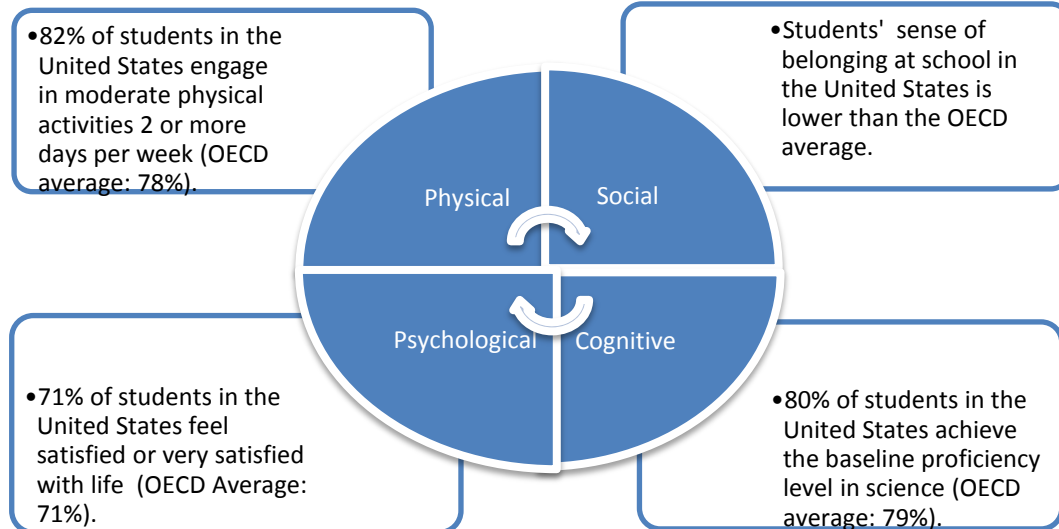


PROGRAMME FOR INTERNATIONAL
STUDENT ASSESSMENT (PISA)
RESULTS FROM PISA 2015 STUDENTS' WELL-BEING

United States

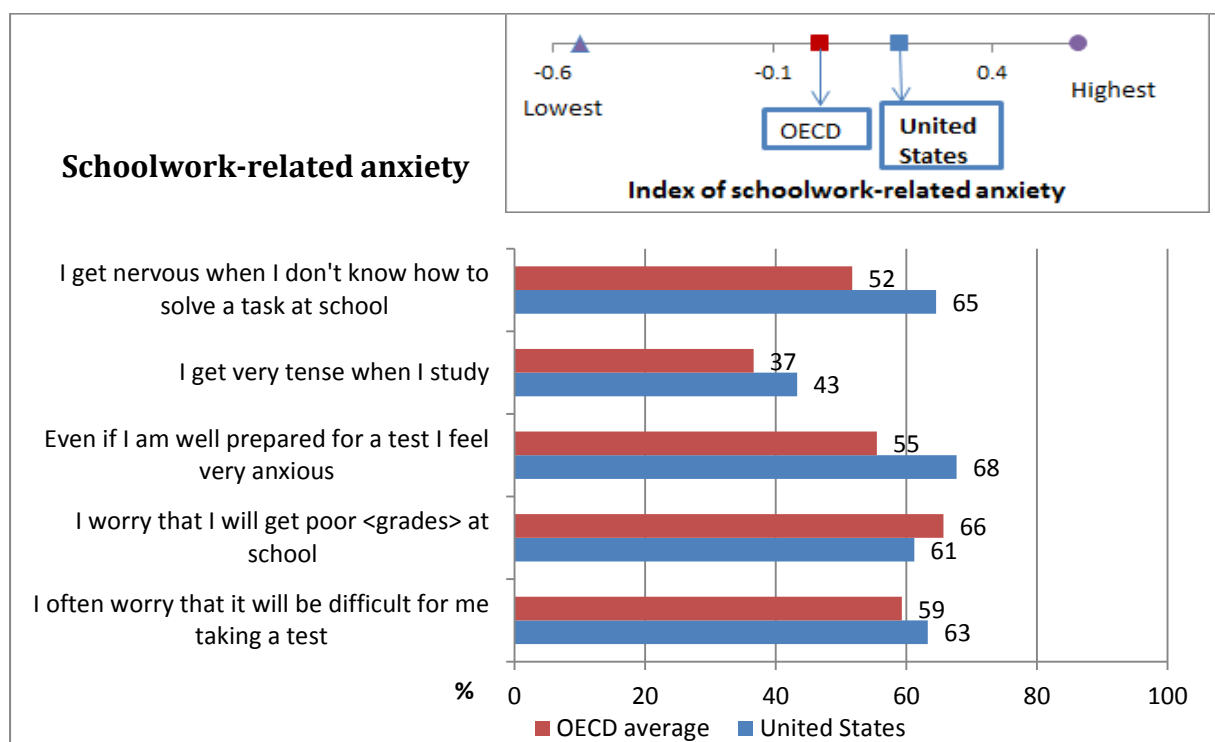
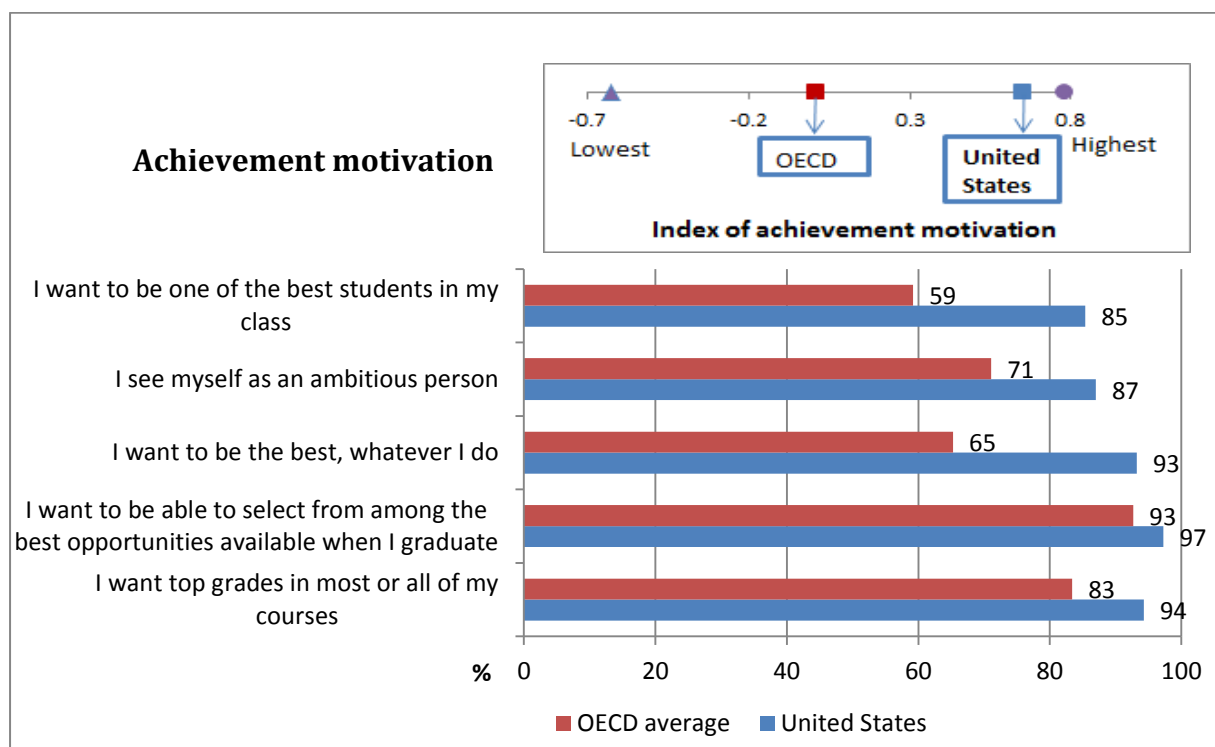


KEY RESULTS

- On average, 15-year-old students in the United States reported a level of 7.4 on a life-satisfaction scale ranging from 0 to 10 (OECD average: 7.3) (Table III.3.2).
- Students in the United States reported high achievement motivation and a competitive spirit: 93% of students reported that they want to be the best in whatever they do (OECD average: 65%); 94% want top grades in most or all of their courses (OECD average: 83%) (Table III.5.1).
- In the United States, 61% of students reported that they worry about getting poor grades at school (OECD average: 66%); 68% of students reported feeling very anxious before a test even when they are well-prepared (OECD average: 55%); and 43% feel very tense when they study (OECD average: 37%) (Table III.4.1).
- Almost one in five students (19%) in the United States reported that they are victims of one act of bullying either 'a few times a month or 'once a week or more' (OECD average: 19%). 10% of students reported that they are left out by others on purpose (OECD average: 7%); 4% reported they are hit or pushed by others (OECD average: 4%); and 8% reported that they are victims of nasty rumours either 'a few times a month or 'once a week or more' (OECD average: 9%) (Table III.8.1).
- Students in the United States perceive high levels of parental support: 93% of students reported that their parents encourage them to be confident (OECD average: 90%); 96% reported that their parents support their educational efforts and achievements (OECD average: 94%); 92% reported that their parents are interested in their school activities (OECD average: 94%) (Table III.9.18).
- In the United States, students from relatively wealthy families perform better in science (by 52 score points, OECD average: 26 points), and reported higher life satisfaction levels (by 0.9 points, OECD average: 0.7 points) than students from relatively not wealthy families (Tables III.10.7 and III.10.9).
- Students in the United States on average reported that they engage in 5.2 days of moderate physical activities outside of school per week (OECD average: 4.9 days) and 4.5 days of vigorous physical activity per week (OECD average: 3.9 days) (Table III.11.13). Almost 7% of students in the United States reported that they do not engage in any physical activities outside of school (OECD average: 7%) (Table III.11.10).

Students’ life satisfaction and psychological well-being

The **psychological dimension** of students’ well-being refers to students’ sense of purpose in life, self-awareness, positive emotions and expectations. Promoting psychological well-being at school can support the health and socio-emotional development of all students. PISA 2015 measures some aspects of psychological well-being through students’ reports of their motivation to do well in school and schoolwork-related anxiety. PISA also measures students’ overall satisfaction with their life.



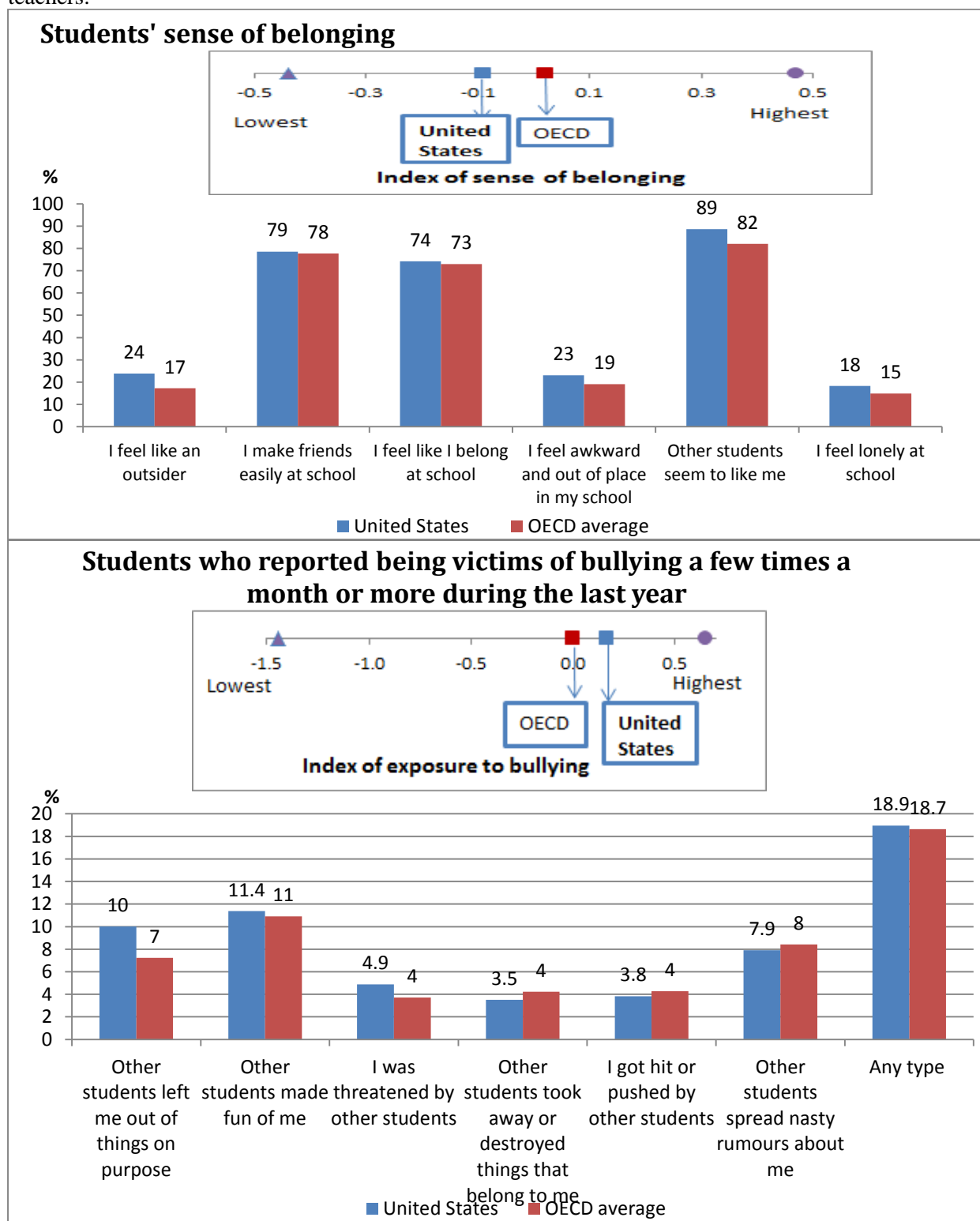
Source: OECD, PISA 2015 Database, Tables III.5.1 and III.4.1.

Key findings on students' life satisfaction and psychological well-being

- As in the majority of countries, boys in the United States reported higher life satisfaction than girls (0.6 point higher, OECD average: 0.6). Non-immigrant students reported higher life satisfaction than first-generation immigrant students (0.3 points higher, OECD average: 0.2 points) (Table III.3.2).
- In the United States, 34% of students reported studying less than 40 hours per week in and outside of school (OECD average: 48%), and 22% of students reported studying more than 60 hours (OECD average: 13%). Students who study more than 60 hours per week reported similar life satisfaction compared to those who study less than 40 hours (OECD average: no difference between the two groups) (Table III.3.7).
- In the United States, students in the top quarter of the achievement motivation index (i.e. students who want to be the best in their class, want to select among the best opportunities when they graduate, want top grades and are ambitious) score 25 points more in science than students in the bottom quarter of the index (OECD average: 37 points) (Table III.5.5.a).
- Girls reported moderately higher levels of achievement motivation than boys particularly with respect to performance in schools: girls are 4 percentage points more likely to report that they want to be the best students in the class than boys (OECD average: insignificant difference); and 3 percentage points more likely to report that they want top grades in most or all of their courses than boys (OECD average: 3 percentage points) (Table III.5.2).
- Low-achieving students in science reported higher levels of schoolwork-related anxiety than high-achieving students in science (Table III.4.3a).
- In all countries, girls reported significantly higher levels of schoolwork-related anxiety than boys (Table III.4.2). In the United States, among top-performing students in science, 71% of girls and 49% of boys reported they feel very anxious for a test even if they are well prepared (OECD average: 55% of girls and 38% of boys). (Table III.4.4).
- Girls who perceive that their parents support them when facing difficulties at school have a lower likelihood of reporting that they feel very tense when they study (Table III.4.13). Students in the United States who perceive that their teachers adapts the lesson to their class needs and knowledge are less likely to feel very tense when they study and to feel very anxious even if they are well prepared for a test (Table III.4.11).
- Anxiety might arise from the fact that the students associate top grades with better career prospects. Students in the United States who reported that they want top grades are more likely (by 17 percentage points) to report that they feel very anxious even when they are well prepared for a test than students who reported they do not want top grades. Similarly, more students who reported that they want to be able to select from among the best opportunities when they graduate (by 18 percentage points) reported that they feel very anxious when they are well prepared for a test than students who are less concerned about opportunities after graduation (Table III.5.8).
- Some three quarters of the students in the United States reported that they expect to finish a university education (OECD average: 44%). Girls are 8 percentage points more likely to expect to finish a university degree than boys (OECD average: 9 percentage points). And non-immigrant students are 7 percentage points more likely to expect a university degree than first-generation immigrant students (Table III.6.2).
- About six times more disadvantaged students in the United States reported expecting not to continue on to higher education after secondary school than advantaged students (OECD average: 3 times more) (Table III.6.4).

Students’ social life at school

The **social dimension** of students’ well-being refers to the quality of their social lives. It includes students’ relationships with their family, their peers and their teachers, and students’ feelings about their social life in and outside of school. PISA 2015 measures students’ social well-being with questions on students’ sense of belonging at school, exposure to bullying, and relationships with teachers.



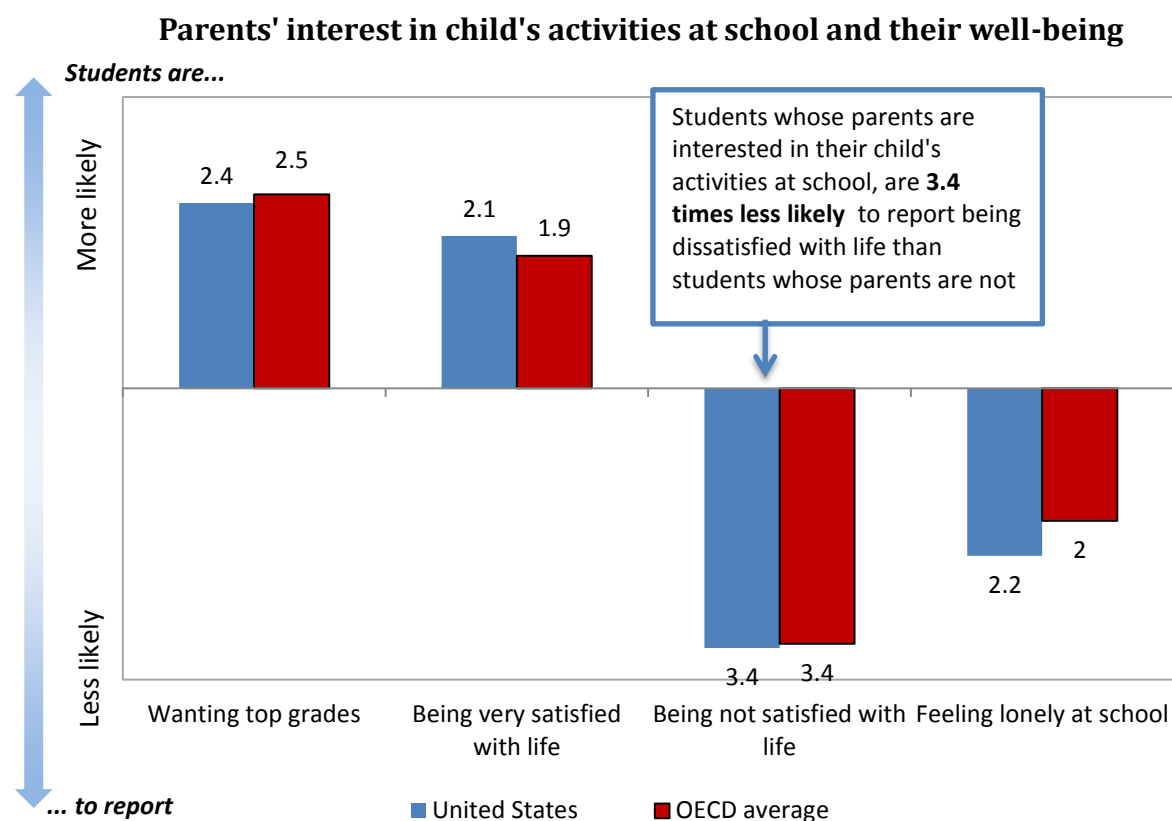
Source: OECD, PISA 2015 Database, Tables III.7.1 and III.8.1.

Key findings on students' social life at school

- Boys in the United States reported a stronger sense of belonging at school than girls. 26% of girls, and 21% of boys, reported feeling like an outsider at school, similar to the OECD average (Table III.7.2).
- Advantaged students reported a stronger sense of belonging than disadvantaged students (Table III.7.2). There are no significant differences between non-immigrant and first-generation immigrant students with respect to feeling lonely at school, or feeling like an outsider at school. However, more non-immigrant students than immigrant students reports that they make friends easily at school (8% compared with 4% on average across OECD countries). And non-immigrant students are 7 percentage points more likely than first-generation immigrant students to report that others seem to like them (OECD average: 6 percentage points) (Table III.7.3).
- Compared to PISA 2012, students in the United States reported a lower sense of belonging at school in 2015 (Table III.7.5).
- Students who have a high sense of belonging at school (in the top quarter of the index) are much more satisfied with their life (by 2.3 points on a scale from 0 to 10) than students with a low sense of belonging (OECD average: 1.8 points) (Table III.7.11).
- About 88% of students in the United States perceive that their teacher supports their learning in science in every or most lessons (OECD average: 77%) (Table III.7.19). Students who perceive this form of support from their teacher reported higher life satisfaction by about 1 point on the scale than students who did not (Table III.7.18).
- In the United States, 52% of boys (OECD average: 55%) and 47% of girls (OECD average: 47%) reported that their teachers treat them unfairly "a few times a month" or "once a week or more" (Table III.7.16). Students who perceive that their teachers behave unfairly are 1.5 more likely to feel like an outsider at school than students who do not perceive that treatment (Table III.7.20).
- In the United States, exposure to bullying as reported by students is similar to the OECD average; The most common type of bullying reported by students is "being left out by others on purpose" and "others making fun of them" "a few times a month" or "once a week or more" (10% and 11% respectively) (Table III.8.1). A lower percentage of boys (4 percentage points) than girls reported that they are victims of nasty rumours (OECD average: 2 percentage points). However, a higher percentage of boys reported experiencing other types of bullying (being threatened by others, getting hit or pushed around, other students taking away or destroying their things) than girls "a few times a month" or "once a week or more" (Table III.8.2).
- In the United States, students with an immigrant background are no more likely to report being bullied compared to non-immigrant students (Table III.8.3) and also reported similar levels of sense of belonging at school (Table III.7.3). However, similar to some other OECD countries, 27% of immigrant students (OECD average: 29%) who arrived in the United States recently (within 2-3 years before the PISA test) reported being victims of any type of bullying act at least a few times a month while 16% of students (OECD average: 22%) who arrived between the ages of 0 and 3 years old reported so (Table III.8.11).
- Students who are more frequently bullied (in the top quarter of the index of bullying) reported much lower life satisfaction (by 1.3 points in the United States; OECD average 1.1) than students who are less frequently bullied (in the bottom quarter of the index) (Table III.8.9).
- In the United States, frequent exposure to bullying is 8 percentage points higher among students who repeated a grade, similar to the OECD average (Table III.8.14). Frequently bullied students are more likely to report feeling like an outsider, skip school frequently, and have low life satisfaction than students who are not frequently bullied (Table III.8.15).

Parents and the home environment

Families are the first social unit in which children learn and develop. Good parenting can take different forms and is shaped by various social and cultural influences, but it invariably involves providing their children with the support, care, love, guidance and protection that set the conditions for healthy physical, mental and social development. PISA collects data from students on their perception of parental support, and from parents on activities they do with their children or in children's schools but the United States did not collect data from the parents. PISA data also provide information on families' wealth and other characteristics of the home environment that might affect students' cognitive and socio-emotional development.



Source: OECD, PISA 2015 Database, Figure III.9.7 and Table III.9.24.

Key findings on parents and the home environment

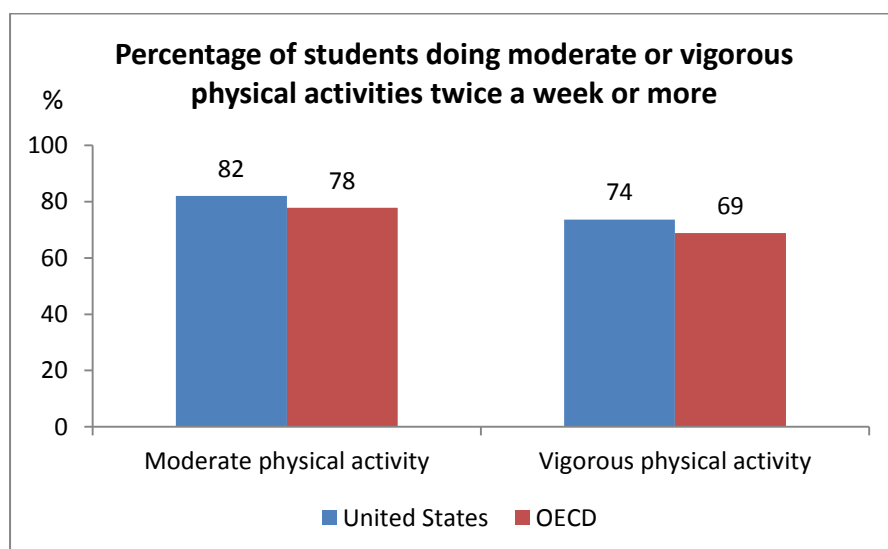
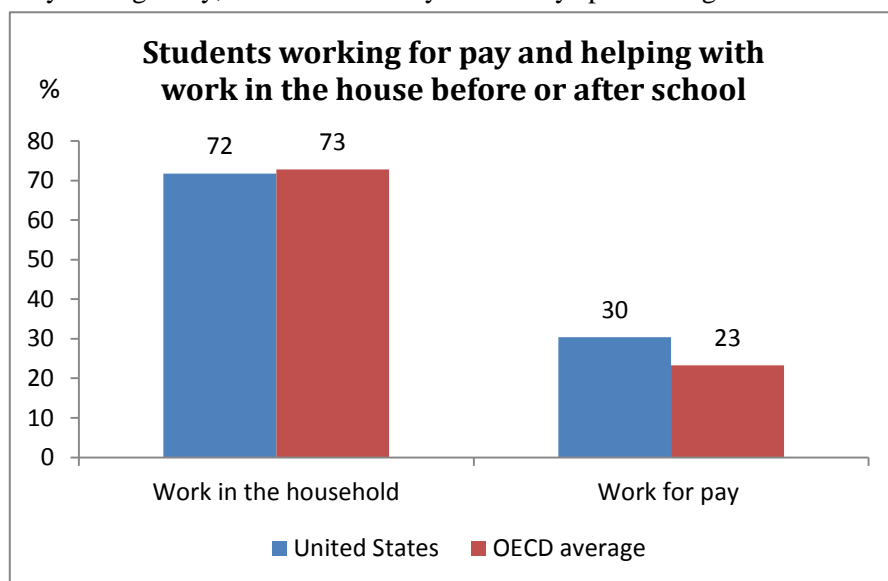
- A higher share of advantaged students in the United States perceive that their parents are interested in their school activities, support them when they face difficulties at school, support their educational efforts and achievements and encourage them to be confident than disadvantaged students. Advantaged students are also more likely to report that they talk to their parents before or after school than disadvantaged students (Tables III.9.17 and III.9.19).
- The 8% of students in the United States who reported that their parents are not interested in their school activities score 34 points less in science – the equivalent of one school year – than students who reported that their parents are interested (OECD average: 28 score points). They are also much more likely to report low satisfaction with their life (Tables III.9.18, III.9.22 and III.9.24).
- Students whose parents are interested in their school activities are twice as likely to report that they are very satisfied with life (above 9 out of a 10 point scale) (Table III.9.24).
- Students with higher values on the index of family wealth (based on the type and number of household possessions) score higher in science even after accounting for parental education

levels, and this difference in performance between relatively wealthy and less wealthy students is higher than the OECD average (Table III.10.7).

- Similar to other OECD countries, students in the bottom quarter of the family wealth index are 9 percentage points more likely to report a life satisfaction level of 4 or below (for the scale ranging from 0 to 10) than students in the top quarter (OECD average: 7 percentage points). A higher share of students from wealthy families reported a very high life satisfaction than students from families who are not wealthy, 13 percentage points compared with 10 percentage points across OECD countries (Table III.10.8).

Students' use of their time and living habits outside of school

Students' well-being is reinforced by the adoption of a healthy lifestyle and by the quality of leisure time. PISA 2015 provides information on how much physical activity students engage in, on whether they eat regularly, and on how many hours they spend using the Internet.



Source: OECD, PISA 2015 Database, Tables III.12.1 and III.11.9.

Key findings on students' use of time outside of school

- 73% of students in the United States reported that they exercise or practice sports before or after school (OECD average: 70%) (Table III.11.6). Similar to many other OECD countries, boys are 13 percentage points more likely to report exercising before or after school than girls (Tables III.11.7a and III.11.7b).
- 7 % of students in the United States reported that they do not engage in any physical activities outside of school (Table III.11.10). Students who engage in at least 3 days of moderate physical activity per week reported higher life satisfaction levels by 0.6 point (OECD average: 0.5 point) than students who do not engage in any moderate physical activities (Table III.11.16).
- Students who engage in more physical education at school reported higher levels of physical activity outside of school (Table III.11.17).
- About 28% of the United States reported that they do not eat breakfast before school (OECD average: 22%) (Table III.11.21). Similar to the majority of OECD countries, girls are more likely to report that they skip breakfast in the United States than boys (Table III.11.22). Students attending private schools are 6 percentage points more likely to report that they eat breakfast than students attending public schools (OECD average: 3 percentage points) (Table III.11.23).
- Students who skip breakfast reported significantly lower life satisfaction (1 point less on a scale from 0 to 10) than students who reported having breakfast (OECD average: 0.8 point). (Table III.11.27).
- In the United States, 70% of boys and 73% of girls reported helping with household chores before or after school, similar to the OECD average (Table III.12.2). Around 36% of boys and 25% of girls have a part-time job outside the house before or after school (OECD average: 29% of boys and 18% of girls) (Table III.12.7).
- Students who work for pay before or after school reported a higher level of life satisfaction than those who do not (by 0.3 point; OECD average: 0.2 point) (Table III.12.9).
- After accounting for socio-economic status, students who work for pay before or after school in the United States score 60 points lower in science (OECD average: 55 points) than students who do not work for pay (Table III.12.8). A higher percentage of students who work for pay arrive late or skip school, and do not expect to continue on to higher education after secondary school than students who do not work for pay before or after school (Table III.12.10).

What is PISA?

The Programme for International Student Assessment (PISA) is an ongoing triennial survey that assesses the extent to which 15-year-olds students near the end of compulsory education have acquired key knowledge and skills that are essential for full participation in modern societies. The assessment does not just ascertain whether students can reproduce knowledge; it also examines how well students can extrapolate from what they have learned and apply that knowledge in unfamiliar settings, both in and outside of school. This approach reflects the fact that modern economies reward individuals not for what they know, but for what they can do with what they know.

PISA offers insights for education policy and practice, and helps monitor trends in students' acquisition of knowledge and skills across countries and in different demographic subgroups within each country. The findings allow policy makers around the world to gauge the knowledge and skills of students in their own countries in comparison with those in other countries, set policy targets against measurable goals achieved by other education systems, and learn from policies and practices applied elsewhere.

Key features of PISA 2015

- The PISA 2015 survey focused on science, with reading, mathematics and collaborative problem-solving as minor areas of assessment. For the first time, PISA 2015 delivered the assessment of all subjects via computer. Paper-based assessments were provided for countries that chose not to test their students by computer, but the paper-based assessment was limited to questions that could measure trends in science, reading and mathematics performance.

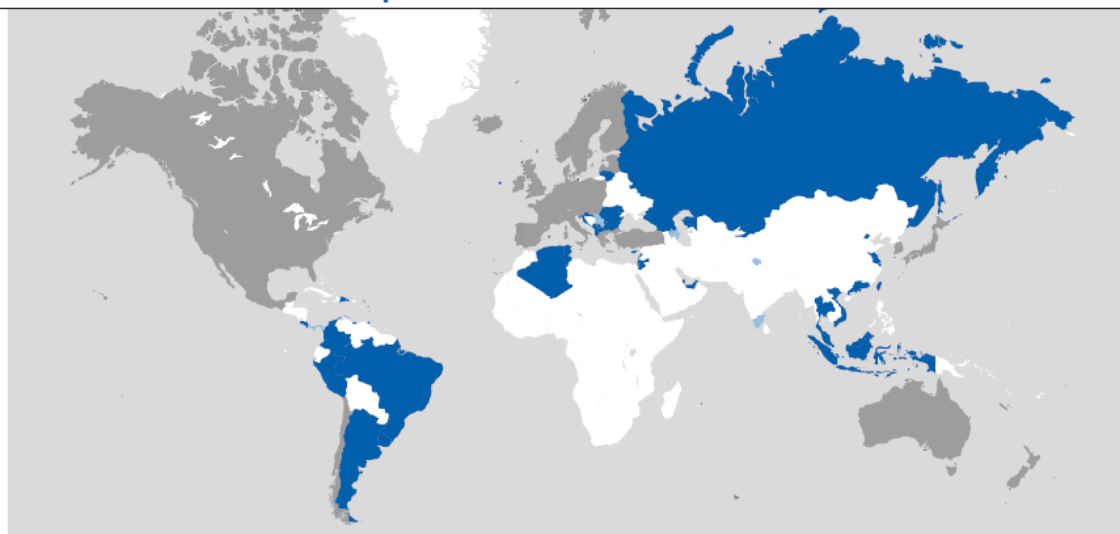
The students

- Around 540 000 students completed the assessment in 2015, representing about 29 million 15-year-olds in the schools of the 72 participating countries and economies.

The assessment

- Computer-based tests were used, with assessments lasting a total of two hours for each student.
- Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses. The items were organised in groups based on a passage setting out a real-life situation. About 810 minutes of test items were covered, with different students taking different combinations of test items.
- Students also answered a background questionnaire, which took 35 minutes to complete. The questionnaire sought information about the students themselves, their homes, and their school and learning experiences. School principals completed a questionnaire that covered the school system and the learning environment. For additional information, some countries/economies decided to distribute a questionnaire to teachers. It was the first time that this optional teacher questionnaire was offered to PISA-participating countries/economies. In some countries/economies, optional questionnaires were distributed to parents, who were asked to provide information on their perceptions of and involvement in their child's school, their support for learning in the home, and their child's career expectations, particularly in science. Countries could choose two other optional questionnaires for students: one asked students about their familiarity with and use of information and communication technologies (ICT); and the second sought information about students' education to date, including any interruptions in their schooling, and whether and how they are preparing for a future career.

Map of PISA countries and economies



■ OECD countries	■ Partner countries and economies in PISA 2015	■ Partner countries and economies in previous cycles
Australia	Albania	Azerbaijan
Austria	Algeria	Himachal Pradesh-India
Belgium	Argentina	Kyrgyzstan
Canada	Brazil	Liechtenstein
Chile	B-S-J-G (China)*	Mauritius
Czech Republic	Bulgaria	Miranda-Venezuela
Denmark	Colombia	Panama
Estonia	Costa Rica	Serbia
Finland	Croatia	Tamil Nadu-India
France	Cyprus ¹	
Germany	Dominican Republic	
Greece	Former Yugoslav Republic of Macedonia	
Hungary	Georgia	
Iceland	Hong Kong (China)	
Ireland	Indonesia	
Israel	Jordan	
Italy	Kazakhstan	
Japan	Kosovo	
	Lebanon	
	Lithuania	
	Macao (China)	
	Malaysia	
	Malta	
	Moldova	
	Montenegro	
	Peru	
	Qatar	
	Romania	
	Russian Federation	
	Singapore	
	Chinese Taipei	
	Thailand	
	Trinidad and Tobago	
	Tunisia	
	United Arab Emirates	
	Uruguay	
	Viet Nam	

* B-S-J-G (China) refers to the four PISA participating China provinces: Beijing, Shanghai, Jiangsu, Guangdong.

1. Note by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

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This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

Note regarding data from Israel

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

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For more information on the Programme for International Student Assessment and to access the full set of PISA 2015 results, visit:

www.oecd.org/edu/pisa

