# FORT THOMAS

INDEPENDENT SCHOOLS

## **OECD Assessment Report**

Fort Thomas Independent Schools Board of Education

## 2018 Highlands High School 15-Year-Old Students

- Measures quality, equity, and efficiency of school systems.
- Assesses students' knowledge in mathematics, reading and science; also, attitudes towards learning, school, and the learning environment.
- Measures not just whether students can reproduce what they have learned, but how well they can extrapolate from what they know and apply their knowledge creatively in novel contexts.

## Mean (Average) Academic Performance

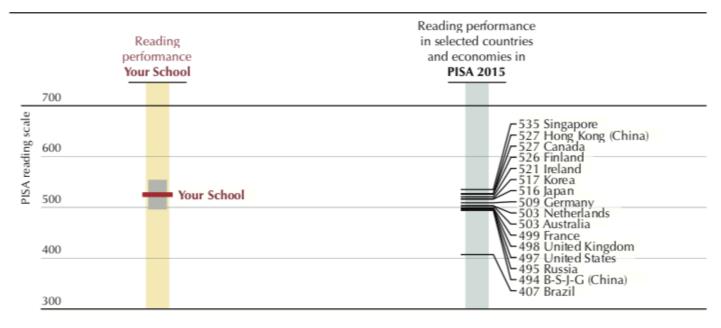
Academic Area	Mean Performance Score	Summary	Mean Performance Score for the United States
READING	<b>525</b> (527 in year 2017)	<u>Not significantly different</u> from the mean performance of 497 points obtained by students across schools in the United states in PISA 2015.	497
MATHEMATICS	<b>546</b> (544 in year 2017)	<u>Significantly above</u> the mean performance of 470 points obtained by students in the United States in PISA 2015.	470
SCIENCE	<b>519</b> (554 in year 2017)	<u>Not significantly different</u> from the mean performance of 496 points obtained by students across schools in the United states in PISA 2015.	496

## Levels of Proficiency of Students

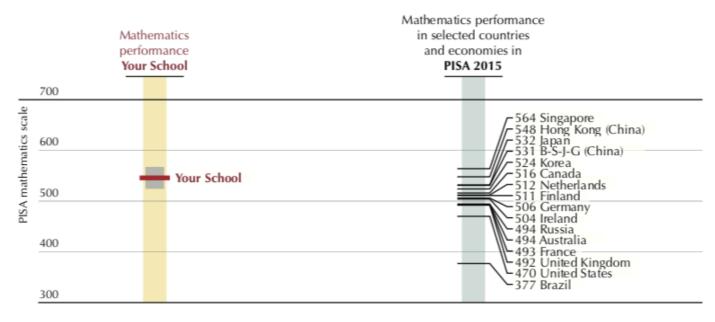
	READING	MATHEMATICS	SCIENCE
Top Levels (Levels 5 & 6)	13%	25%	<b>9</b> %
	(16% in year 2017)	(26% in year 2017)	(17% in year 2017)
Intermediate Levels (Levels 2, 3, & 4)	78%	67%	81%
	(74% in year 2017)	(65% in year 2017)	(81% in year 2017)
Below Baseline Level (Level 1 & below)	9%	8%	<b>9</b> %
	(10% in year 2017)	(9% in year 2017)	(2% in year 2017)

## How Students Compare with Students from Other Countries and Economies in Reading, Mathematics, and Science in PISA 2015

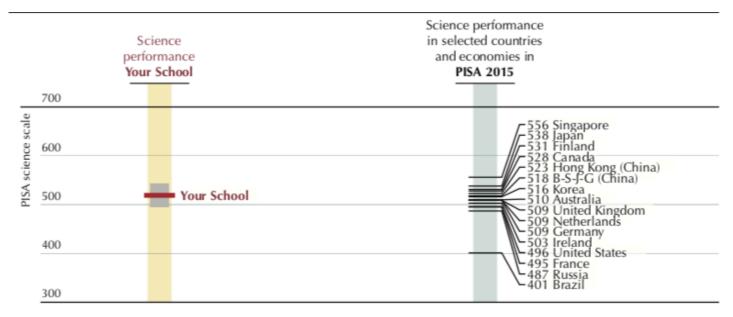
### READING



## MATHEMATICS

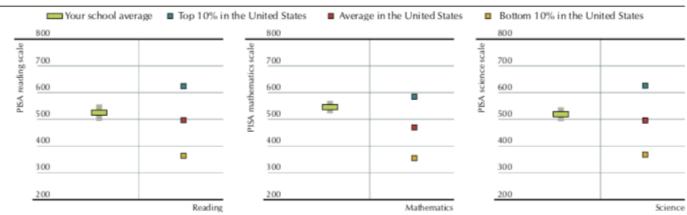


### SCIENCE



## <u>Performance in Reading, Mathematics, and Science Compared with Schools in</u> <u>the United States in PISA 2015</u>

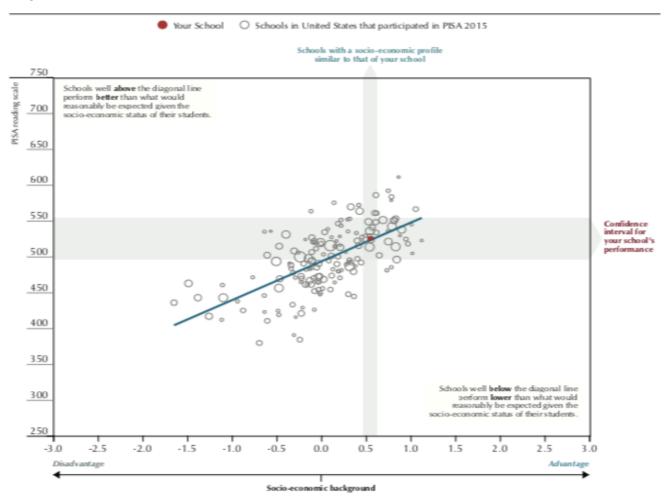
#### Figure 2.1 • Your school's performance in reading, mathematics and science compared with schools in the United States in PISA 2015



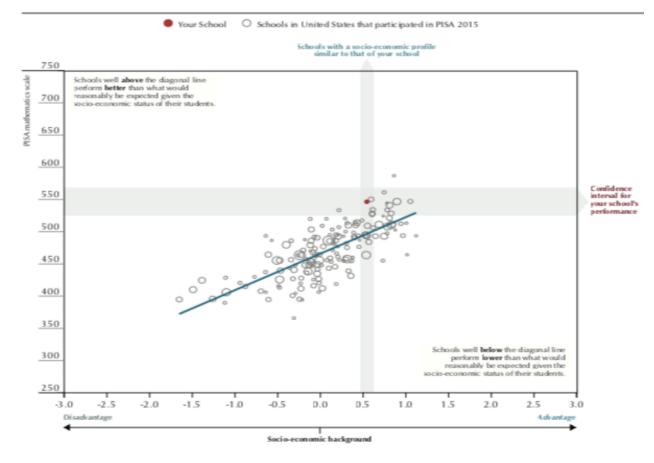
Note: Shaded bars above and below the mean score represent a 95% confidence interval. In other words, in the case of the results of your school, we are 95% confident that if your school were to administer the test several times to students, your mean performance score would fall within this confidence interval.

### How the School's Results in Reading, Mathematics, and Science Compare with Schools in the United States in PISA 2015

#### Reading



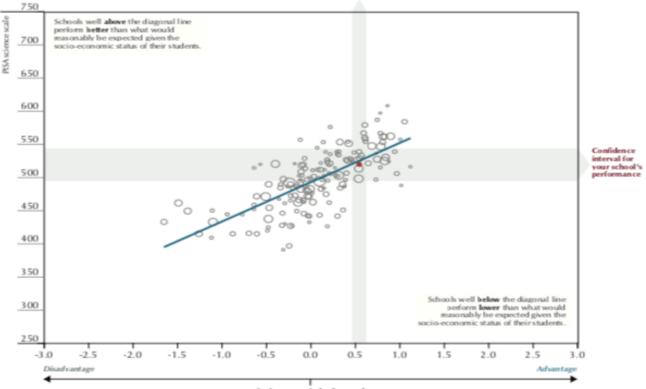
#### **Mathematics**



#### Science

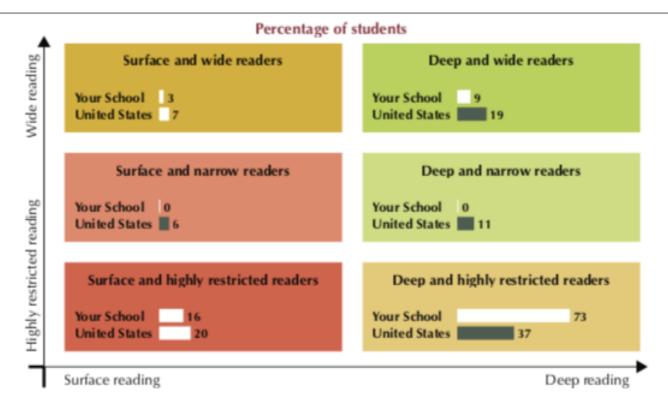


Schools with a socio-economic profile similar to that of your school



Socio-economic background

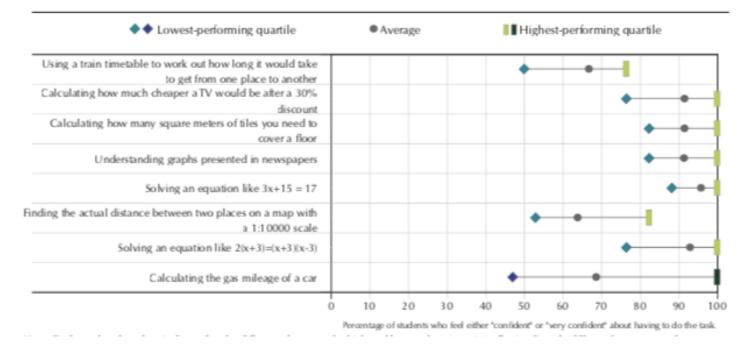
### Reader Profiles at Highlands High School and in the United States in PISA 2009



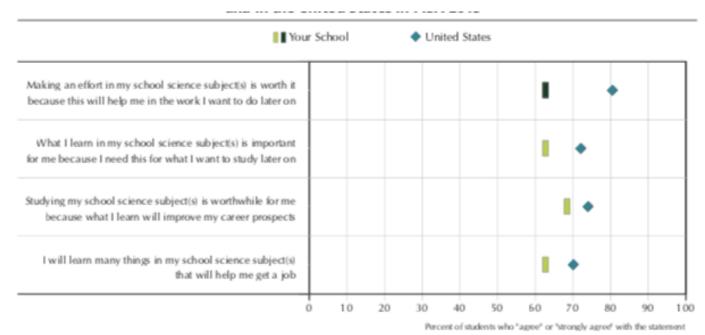
## <u>Students' Instrumental Motivation in Mathematics at Highlands High School and in the United States in 2012</u>

	United States	ır School	Vot
I +			Making an effort in mathematics is worth it because it will help me in the work that I want to do later
I +			Learning mathematics is worthwhile for me because it will improve my career prospects and chances
I +			athematics is an important subject for me because I need it for what I want to study later on
I +			I will learn many things in mathematics that will help me get a job
60 70 80 90 10	0 40 50	0 10 20	

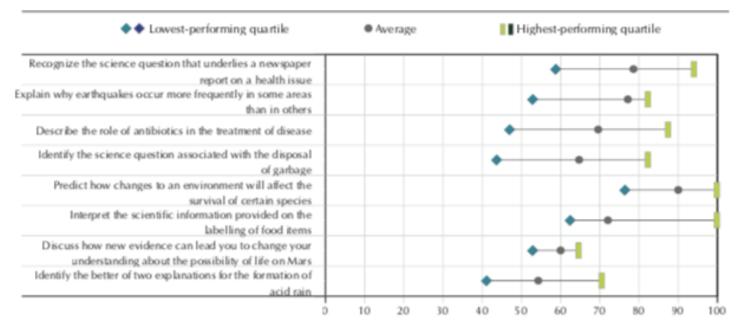
## Students' Self-Efficacy in Mathematics at Highlands High School Among the Highest - and Lowest - Performing Students



## <u>Students' Instrumental Motivation in Science at Highlands High School and in</u> <u>the United States in PISA 2015</u>



## Students' Self-Efficacy in Science at Highlands High School Among the Highestand Lowest- Performing Students



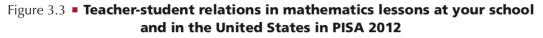
## <u>Classroom disciplinary climate in science lessons at your school in the United</u> <u>States in PISA 2015</u>

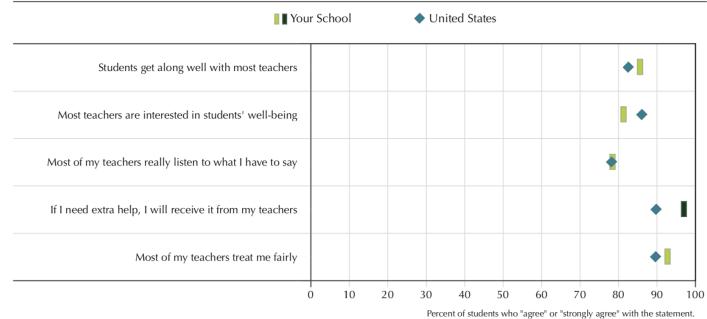
#### Figure 3.1 • Classroom disciplinary climate in science lessons at your school and in the United States in PISA 2015

	<ul> <li>United States</li> </ul>		ır School	Vou
•				Students don't listen to what the teacher says
•				There is noise and disorder
• •				The teacher has to wait a long time for the students to quiet down
•				Students cannot work well
•				Students don't start working for a long time after the lesson begins
70 80 90	50 60	20 30 40	0 10	(

occur "never or hardly ever" or "in some lessons"

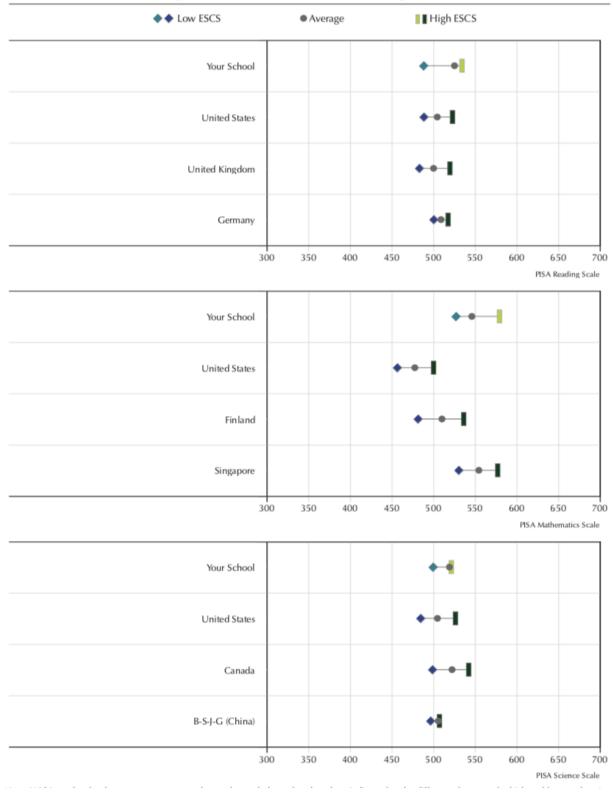
## <u>Teacher-student relations in mathematics lessons at your school and in the</u> <u>United States in PISA 2012</u>





## Student performance within your school and within schools in selected countries and economies in reading, mathematics and science according to socio-economic status

## Figure 5.3 Student performance within your school and within schools in selected countries and economies in reading, mathematics and science according to socio-economic status



## How girls and boys perform in reading, mathematics and science within your school and within-schools in other countries and economies

