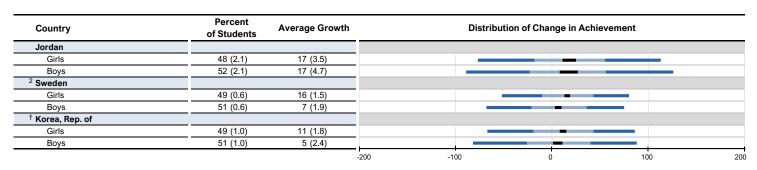
Exhibit 1.2.2a: Average Growth in Mathematics Achievement for Girls and Boys



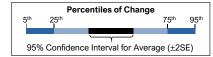


Students' gender information was obtained from school tracking data.

() Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

See Appendix A.2 for population coverage notes 1 and 2.

See Appendix A.5 for sampling guidelines and sampling participation note †.



SOURCE: IEA's Trends in International Mathematics and Science Study - TIMSS 2023 Longitudinal Downloaded from: https://timss2023.org/longitudinal/results



Exhibit 1.2.2b: Average Mathematics Achievement for Girls and Boys



Average Scale Score 393 (4.2) 411 (4.8)	Percent of Students 52 (2.1) 52 (2.1)	383 (5.2)	-10 (7.2)	Girls	Scored Higher	1	Boys Scor	ed Highe
. ,								
. ,								
411 (4.8)	52 (2.1)	404 (4.9)	40 (7.0)					
	0_ (,	401 (4.8)	-10 (7.2)					
513 (2.8)	51 (0.6)	519 (2.8)	6 (3.0)					
529 (3.3)	51 (0.6)	526 (3.5)	-2 (3.2)					
593 (3.2)	51 (1.0)	598 (3.3)	5 (3.5)					
603 (3.1)	51 (1.0)	604 (3.3)	0 (3.5)					
5)))	5) 529 (3.3)	5) 529 (3.3) 51 (0.6) 593 (3.2) 51 (1.0)	5) 529 (3.3) 51 (0.6) 526 (3.5) 0) 593 (3.2) 51 (1.0) 598 (3.3)	5) 529 (3.3) 51 (0.6) 526 (3.5) -2 (3.2) 0) 593 (3.2) 51 (1.0) 598 (3.3) 5 (3.5)	5) 529 (3.3) 51 (0.6) 526 (3.5) -2 (3.2) 5) 593 (3.2) 51 (1.0) 598 (3.3) 5 (3.5) 603 (3.1) 51 (1.0) 604 (3.3) 0 (3.5)	(5) 529 (3.3) 51 (0.6) 526 (3.5) -2 (3.2) (7) 593 (3.2) 51 (1.0) 598 (3.3) 5 (3.5) (8) 50 (3.1) 51 (1.0) 604 (3.3) 0 (3.5)	(5) 529 (3.3) 51 (0.6) 526 (3.5) -2 (3.2) (7) 593 (3.2) 51 (1.0) 598 (3.3) 5 (3.5) (8) 51 (1.0) 604 (3.3) 0 (3.5)	(5) 529 (3.3) 51 (0.6) 526 (3.5) -2 (3.2) (7) 593 (3.2) 51 (1.0) 598 (3.3) 5 (3.5) (8) 51 (1.0) 604 (3.3) 0 (3.5)

Students' gender information was obtained from school tracking data.

() Standard errors appear in parentheses. Because of rounding some results may appear inconsistent. See Appendix A.2 for population coverage notes 1 and 2.
See Appendix A.5 for sampling guidelines and sampling participation note †.

Difference statistically significant (p < 0.05) Difference not statistically significant



SOURCE: IEA's Trends in International Mathematics and Science Study - TIMSS 2023 Longitudinal Downloaded from: https://timss2023.org/longitudinal/results