

SUPERINTENDENT'S REPORT

The PISA logo features the letters 'PISA' in a stylized, multi-colored font. The 'P' is red, the 'I' is orange, the 'S' is blue, and the 'A' is green. The background of the slide includes a decorative banner with geometric shapes in red, orange, and grey on the left side.

Programme for International Student Assessment



Dave Eberwein, Superintendent

February 14, 2024

The Saanich Schools logo features the word 'SAANICH' in a large, blue, sans-serif font above the word 'SCHOOLS' in a smaller, blue, sans-serif font. A stylized graphic of a sailboat or wave is positioned between the two words.

OECD Headquarters

Paris, France

 SANICH
SCHOOLS

OECD



- The Organization for Economic Co-operation and Development (OECD) is an international organization that works to build understanding around national policies.
- In existence for approximately 60 years.
- Works with national governments, including policy makers and other citizens to establish evidence-based international standards and solutions to a range of social, economic and environmental challenges.
- Canada has been a member since 1961.
- Every 3 years the OECD publishes an education system report (PISA). In Canada, since we do not have a national education system the OECD publishes both overall Canadian data as well as data from each provincial jurisdiction.

WHAT IS PISA?

- PISA is the OECD's *Programme for International Student Assessment*.
- It measures 15-year-olds' ability in reading, mathematics and science knowledge / skills.
- They are as controversial as they are an insight into global trends.
- Some criticisms of PISA:
 - Narrow focus on certain skills
 - Leaning on standardized tests to measure complex educational systems
 - Potential for cultural bias





WHY CARE ABOUT PISA?

- PISA slices and dices the data into a myriad of statistics that can be overwhelming, but it can also stir some great conversations in things like numeracy and literacy
- Education is something that happens globally. Is there something we can learn from others?
- Some of the data is intriguing and opens questions on a wide range of topics:
 - Gender differences
 - Socio-economic status as an influencer
 - School-life experiences / parental involvement in learning
 - Learning during COVID
 - Expenditures in Education
 - School-level autonomy

Apr / May 2021

Originally
scheduled for
2020

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- ≈ 7,000 students from 120 schools across Canada
- Up to 70 students from each school are randomly selected by MECC to participate
- BC Student Learning Assessment Order
- Claremont Secondary
- Multiple-choice and open-response questions
- Questionnaires to selected students
- No individual students, teachers, schools or school district data is produced
- Data aggregated at the provincial/territorial and national levels
- The next PISA assessments are scheduled for Spring 2025



SOME GLOBAL STATISTICS

OECD member countries in PISA 2022

Australia
Austria
Belgium
Canada
Chile
Colombia
Costa Rica
Czechia
Denmark
Estonia
Finland
France
Germany
Greece
Hungary
Iceland
Ireland
Israel
Italy
Japan
Korea
Latvia

Partner countries and economies in PISA 2022

Albania
Argentina
Baku (Azerbaijan)
Brazil
Brunei Darussalam
Bulgaria
Cambodia
Croatia
Cyprus*
Dominican Republic
El Salvador
Georgia
Guatemala
Hong Kong (China)
Indonesia
Jamaica
Jordan
Kazakhstan
Kosovo*
Macao (China)
Malaysia
Malta
Republic of Moldova
Mongolia
Montenegro
Morocco
North Macedonia
Palestinian Authority
Panama
Paraguay
Peru
Philippines
Qatar
Romania
Saudi Arabia
Serbia
Singapore
Chinese Taipei
Thailand
Ukraine
United Arab Emirates
Uruguay
Uzbekistan
Viet Nam

2021

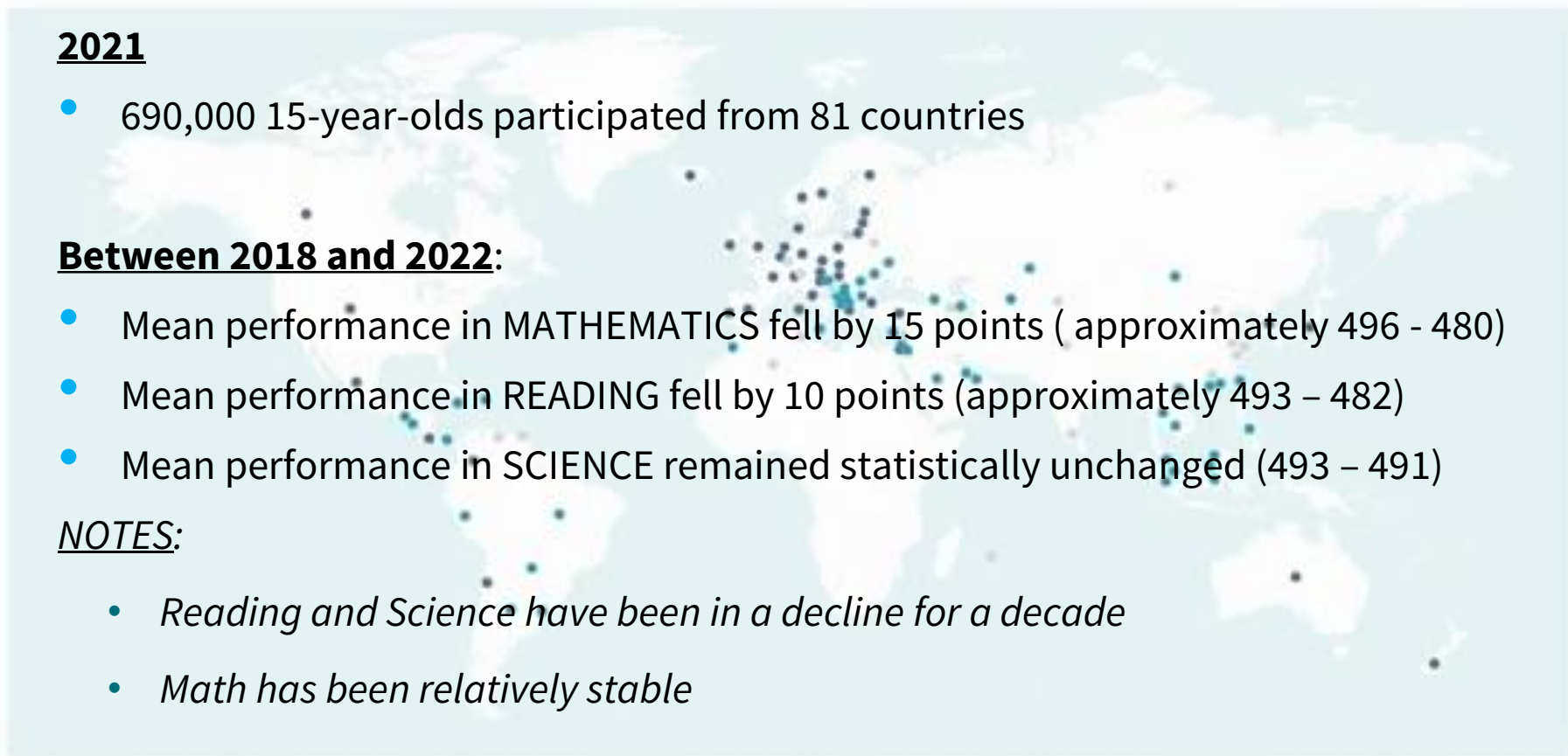
- 690,000 15-year-olds participated from 81 countries

Between 2018 and 2022:

- Mean performance in MATHEMATICS fell by 15 points (approximately 496 - 480)
- Mean performance in READING fell by 10 points (approximately 493 – 482)
- Mean performance in SCIENCE remained statistically unchanged (493 – 491)

NOTES:

- *Reading and Science have been in a decline for a decade*
- *Math has been relatively stable*



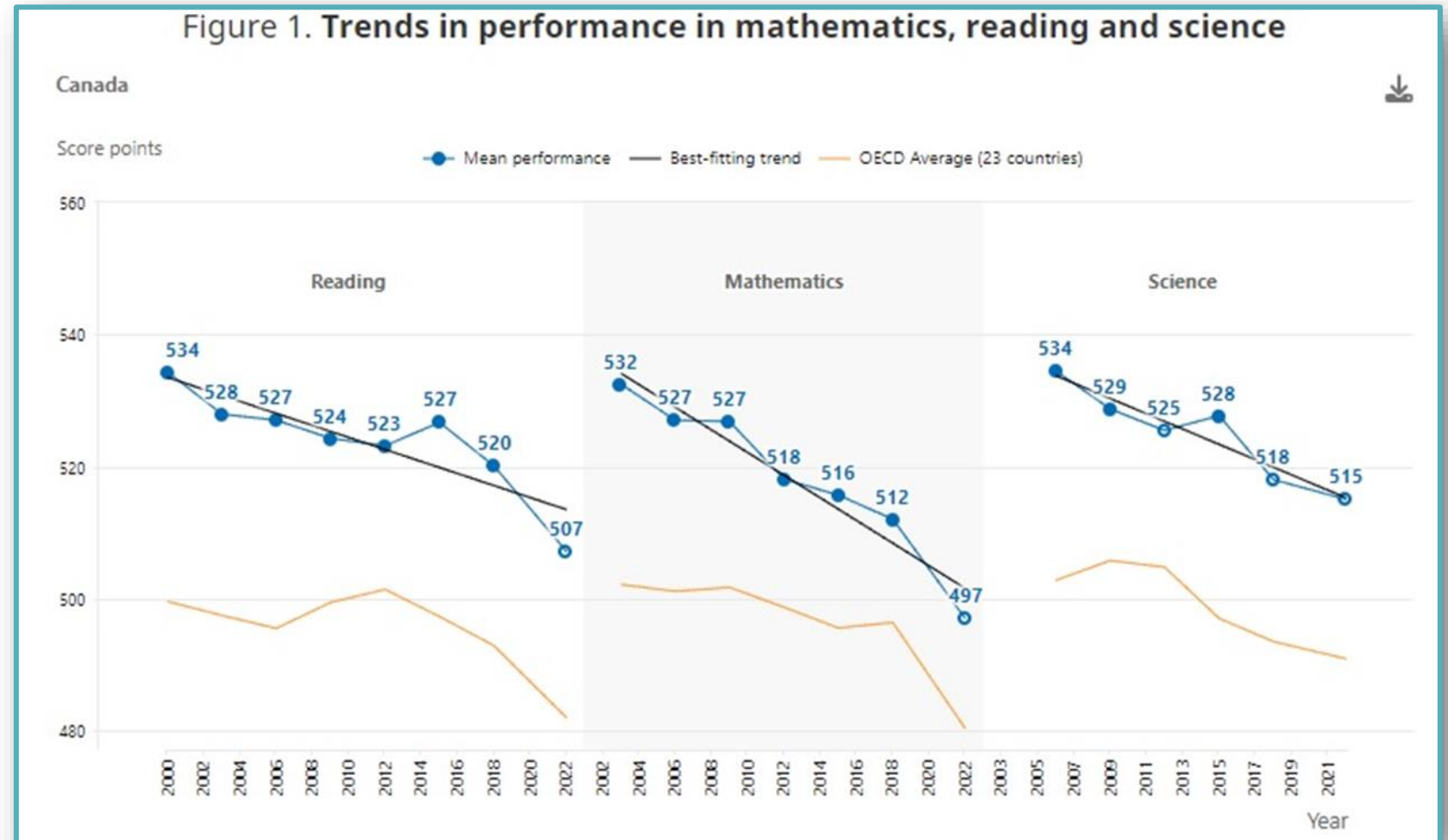


CANADA - 2022

Canadian Average Results Comparison from 2018 – 2022:

Down in READING & MATH

About the same in SCIENCE





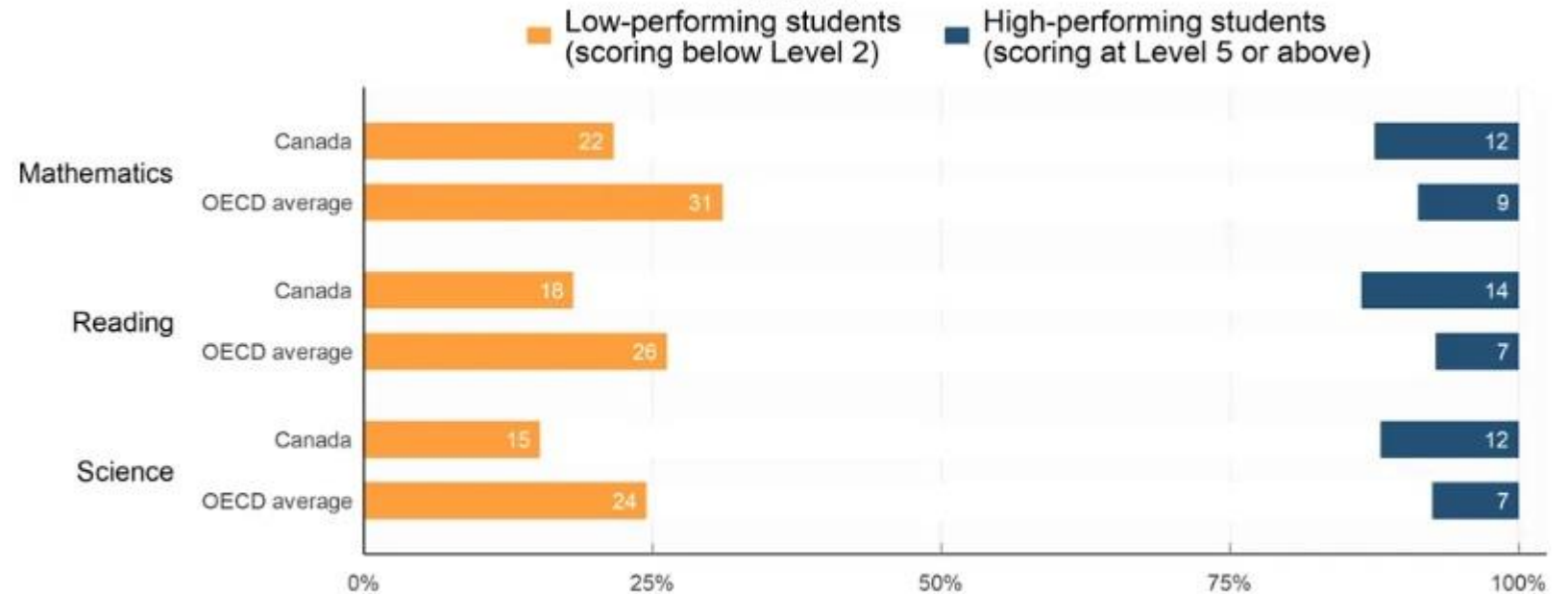
Canada does very well in PISA results compared to the other 80 countries who participate

Only 16 / 81 countries had more than 10% of students attain a score of 5 or 6



CANADA - 2022

Figure 3. **Top performers and low-performing students in mathematics, reading and science**



Note: Numbers inside the figure correspond to percentages.

Source: OECD, PISA 2022 Database, Tables I.B1.3.1, I.B1.3.2 and I.B1.3.3.



CANADA & BRITISH COLUMBIA

2022

MATHEMATICS



Table I.2.4. Mathematics performance at national and subnational levels [1/2]

	Mean score	95% confidence interval	All countries/economies		OECD countries	
			Lower rank	Upper rank	Lower rank	Upper rank
Singapore	575	572 - 577	1	1		
Macao (China)	552	550 - 554	2	4		
Chinese Taipei	547	540 - 554	2	6		
Hong Kong (China)*	540	534 - 546	2	6		
Japan	536	530 - 541	3	6	1	2
Korea	527	520 - 535	3	7	1	2
Quebec (Canada)*	514	506 - 521				
Estonia	510	506 - 514	6	9	3	4
Switzerland	508	504 - 512	7	10	3	5
Alberta (Canada)*	504	492 - 515				
Flemish community (Belgium)	501	495 - 507				
Canada*	497	494 - 500	8	18	5	13
British Columbia (Canada)*	496	488 - 505				
Asturias (Spain)	495	486 - 504				
Cantabria (Spain)	495	486 - 504				
Madrid (Spain)	494	487 - 501				
Netherlands*	493	485 - 500	7	26	4	20
La Rioja (Spain)	493	485 - 501				
Navarre (Spain)	492	484 - 501				
England (United Kingdom)*	492	487 - 497				
Ireland*	492	488 - 496	9	22	5	18
Trento (Italy)	491	487 - 494				
Belgium	489	485 - 494	9	24	5	20
Denmark*	489	485 - 493	9	24	5	19
United Kingdom*	489	485 - 493	9	24	5	20
Poland	489	485 - 493	9	24	5	20
Austria	487	483 - 492	9	28	5	20
Australia*	487	484 - 491	9	25	6	20
Czech Republic	487	483 - 491	9	26	5	20
Aragon (Spain)	487	478 - 496				
Galicia (Spain)	486	479 - 494				
Slovenia	485	482 - 487	10	28	6	21
Finland	484	480 - 488	10	30	6	24
German-speaking community (Belgium)	483	473 - 494				
Latvia*	483	479 - 487	10	32	6	25
Basque Country (Spain)	482	474 - 490				
Sweden	482	478 - 486	10	32	6	27
Bolzano (Italy)	482	476 - 488				
Northern (Viet Nam)	480	467 - 494				
New Zealand*	479	475 - 483	11	33	7	28
Prince Edward Island (Canada)	478	465 - 491				
Lithuania	475	472 - 479	18	36	16	29
Northern Ireland (United Kingdom)*	475	469 - 481				
Germany	475	469 - 481	11	37	8	30
France	474	469 - 479	16	37	15	29
French community (Belgium)	474	468 - 480				
Spain	473	470 - 476	21	36	18	29
Hungary	473	468 - 478	19	37	16	30
Comunidad Valenciana (Spain)	473	465 - 480				
Portugal	472	467 - 477	20	37	17	30
Italy	471	465 - 477	18	38	16	31
Balearic Islands (Spain)	471	463 - 478				
Scotland (United Kingdom)*	471	465 - 476				
Manitoba (Canada)*	470	465 - 476				
Nova Scotia (Canada)*	470	463 - 477				
Viet Nam	469	462 - 477	16	39		
Catalonia (Spain)	469	458 - 481				
Extremadura (Spain)	469	459 - 479				
Norway	468	464 - 472	23	38	19	31
New Brunswick (Canada)	468	462 - 474				
Saskatchewan (Canada)	468	462 - 473				
Malta	466	463 - 469	24	38		
Wales (United Kingdom)*	466	460 - 472				
United States*	465	457 - 473	21	39	18	32
Slovak Republic	464	458 - 470	24	39	20	32
Castile-La Mancha (Spain)	464	457 - 470				
Southern (Viet Nam)	463	450 - 477				
Murcia (Spain)	463	455 - 472				



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SCIENCE



Table I.2.6. Science performance at national and subnational levels [1/2]

	Mean score	95% confidence interval	All countries/economies		OECD countries	
			Lower rank	Upper rank	Lower rank	Upper rank
Singapore	561	559 - 564	1	1		
Japan	547	541 - 552	2	5	1	1
Macao (China)	543	541 - 545	2	5		
Chinese Taipei	537	531 - 544	2	7		
Alberta (Canada)*	534	520 - 547				
Korea	528	521 - 535	2	9	2	5
Estonia	526	522 - 530	4	8	2	4
Manitoba (Canada)*	520	515 - 525				
British Columbia (Canada)*	519	509 - 528				
Ontario (Canada)*	517	510 - 524				
Canada*	515	511 - 519	5	13	2	9
Quebec (Canada)*	512	504 - 520				
Finland	511	505 - 517	6	18	3	14
Australia*	507	503 - 511	7	21	4	15
Castile and Leon (Spain)	506	498 - 515				
Galicia (Spain)	506	496 - 516				
New Zealand*	504	500 - 509	8	25	4	20
Cantabria (Spain)	504	493 - 515				
Ireland*	504	499 - 508				
Asturias (Spain)	503	491 - 515				
England (United Kingdom)*	503	497 - 508				
Switzerland	503	498 - 507	9	25	5	21
Madrid (Spain)	502	495 - 510				
Slovenia	500	497 - 503	9	26	5	21
United Kingdom	500	495 - 504	9	27	5	23
La Rioja (Spain)	500	481 - 518				
Aragon (Spain)	499	489 - 510				
United States*	499	491 - 508	7	32	4	26
Poland	499	494 - 504	9	28	5	23
Flemish community (Belgium)	499	493 - 506				
Czech Republic	498	493 - 502	9	29	5	24
Prince Edward Island (Canada)	496	470 - 522				
Trento (Italy)	495	491 - 499				
Bolzano (Italy)	495	486 - 504				
Latvia*	494	489 - 498	11	32	7	26
Denmark*	494	489 - 499	10	32	7	26
Saskatchewan (Canada)	494	488 - 500				
Sweden	494	489 - 498	11	32	7	26
Germany	492	486 - 499	10	35	6	28
Manitoba (Canada)*	492	484 - 500				
Nova Scotia (Canada)*	492	484 - 500				
Newfoundland and Labrador (Canada)*	491	481 - 502				
Austria	491	486 - 496	11	33	7	28
Belgium	491	486 - 495	11	34	9	28
Navarre (Spain)	489	478 - 500				
Northern Ireland (United Kingdom)*	488	482 - 495				
Netherlands*	488	480 - 496	10	35	7	29
German-speaking community (Belgium)	487	470 - 505				
France	487	482 - 493	14	35	11	29
Hungary	486	481 - 491	15	35	11	29
Spain	485	481 - 488	18	35	14	29
Lithuania	484	480 - 489	17	35	14	29
Portugal	484	479 - 489	16	35	13	29
Scotland (United Kingdom)*	483	477 - 489				
Comunidad Valenciana (Spain)	483	474 - 492				
New Brunswick (Canada)	483	474 - 491				
Croatia	483	478 - 487	18	35		
Murcia (Spain)	482	471 - 492				
Balearic Islands (Spain)	480	470 - 490				
Basque Country (Spain)	480	470 - 489				
French community (Belgium)	479	472 - 486				
Extremadura (Spain)	479	467 - 492				
Norway	478	474 - 483	22	37	18	30
Northern (Viet Nam)	478	466 - 489				
Italy	477	471 - 484	18	38	18	31
Catalonia (Spain)	477	466 - 489				
Türkiye	476	472 - 480	24	38	21	31
Castile-La Mancha (Spain)	475	466 - 484				
Southern (Viet Nam)	474	462 - 486				
Andalusia (Spain)	473	464 - 483				
Wales (United Kingdom)*	473	465 - 480				

[No Title]



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READING



Table I.2.5. Reading performance at national and subnational levels [1/2]

	Mean score	95% confidence interval	All countries/economies		OECD countries	
			Lower rank	Upper rank	Lower rank	Upper rank
Singapore	543	539 - 546	1	1		
Alberta (Canada)*	525	512 - 537				
Ireland*	516	511 - 521	2	9	1	6
Japan	516	510 - 522	2	11	1	6
Korea	515	508 - 523	2	12	1	7
Chinese Taipei	515	509 - 522	2	11		
Ontario (Canada)*	512	504 - 519				
British Columbia (Canada)*	511	499 - 522	2	12	1	7
Macao (China)	510	508 - 513	2	11		
Canada*	507	503 - 511	2	13	1	8
United States	504	493 - 512	2	18	1	14
Quebec (Canada)*	501	492 - 510				
New Zealand*	501	497 - 505	3	17	3	12
Hong Kong (China)*	500	494 - 505	3	18		
Australia*	498	494 - 502	6	18	5	14
Castile and Leon (Spain)	498	489 - 507				
Asturias (Spain)	497	486 - 508				
Prince Edward Island (Canada)	496	476 - 517				
England (United Kingdom)*	496	491 - 502				
Madrid (Spain)	496	488 - 504				
United Kingdom*	494	490 - 499	8	22	6	17
Cantabria (Spain)	494	482 - 506				
Trento (Italy)	494	490 - 498				
Scotland (United Kingdom)*	493	486 - 499				
Finland	490	486 - 495	9	26	6	20
Nova Scotia (Canada)*	489	477 - 501				
Denmark*	489	484 - 494	9	30	6	23
Poland	489	483 - 494	9	30	6	24
Czech Republic	489	484 - 493	9	28	7	23
Aragon (Spain)	488	477 - 498				
Sweden	487	482 - 492	10	30	7	25
La Rioja (Spain)	487	472 - 502				
Manitoba (Canada)*	486	478 - 493				
Galicia (Spain)	485	476 - 495				
Northern Ireland (United Kingdom)*	485	479 - 492				
Saskatchewan (Canada)	484	476 - 492				
Switzerland	483	479 - 488	13	32	9	27
Flemish community (Belgium)	483	476 - 490				
Bolzano (Italy)	482	470 - 494				
Comunidad Valenciana (Spain)	482	474 - 490				
Italy	482	476 - 487	13	33	9	27
Austria	480	475 - 486	13	34	10	28
Germany	480	473 - 487	13	34	9	29
Belgium	479	474 - 484	14	34	10	28
Newfoundland and Labrador (Canada)*	478	464 - 492				
Navarre (Spain)	478	463 - 492				
Portugal	477	471 - 482	14	34	10	29
Norway	477	472 - 482	14	34	11	29
Croatia	475	471 - 480	15	34		
Latvia*	475	470 - 479	16	34	13	29
Spain	474	471 - 478	19	34	15	29
France	474	468 - 480	15	34	11	29
Israel	474	467 - 481	14	34	11	29
French community (Belgium)	474	466 - 481				
Hungary	473	467 - 479	16	34	14	29
Lithuania	472	468 - 476	19	34	15	29
Balearic Islands (Spain)	472	459 - 484				
Northern (Viet Nam)**	469	457 - 482				
New Brunswick (Canada)	469	461 - 477				
Slovenia	469	465 - 472	20	34	17	29
Murcia (Spain)	468	458 - 478				
Extremadura (Spain)	468	456 - 481				
Castile-La Mancha (Spain)	468	459 - 477				
German-speaking community (Belgium)	467	448 - 485				
Basque Country (Spain)	466	457 - 476				
Wales (United Kingdom)*	466	458 - 473				
Canary Islands (Spain)	463	452 - 474				
Catalonia (Spain)	462	450 - 475				
Bogota (Colombia)	462	451 - 474				
Viet Nam*	462	454 - 470				
Southern (Viet Nam)**	461	448 - 474				

PISA



COVID had the universal impact of lowering student achievement in the PISA standardized measurements

What other observations did PISA notice?

SANICH SCHOOLS

EFFECTS FROM COVID

OPEN SCHOOLS BENEFITTED STUDENTS

- Across PISA-participating economies, at least half of students experienced COVID-related school closures for 3 months or more.
- Systems that spared students from longer school closures scored higher while their students enjoyed a greater sense of belonging at school.

PREPARING STUDENTS FOR REMOTE LEARNING

- Students whose teachers were available when schools were closed scored higher in mathematics and were more confident about self-directed learning.
- Most students were confident using digital learning platforms & finding learning resources, but only 60% were confident about motivating themselves to do schoolwork.



PISA



What does the 2022 data tell us?

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GLOBAL TRENDS FROM PISA

- TRENDS in academic outcomes HAVE REMAINED MOSTLY STABLE with recent declines in math
- Socio-economic gaps in education continue but POVERTY ISN'T DESTINY
- SOCIAL-EMOTIONAL OUTCOMES are closely related to student success
- SCHOOLS ARE BEING ASKED TO DO MORE to fill in gaps
- PARENTAL ENGAGEMENT has declined but is still important for student success
- CRITICAL THINKING continues to be an important cornerstone for student success



PISA



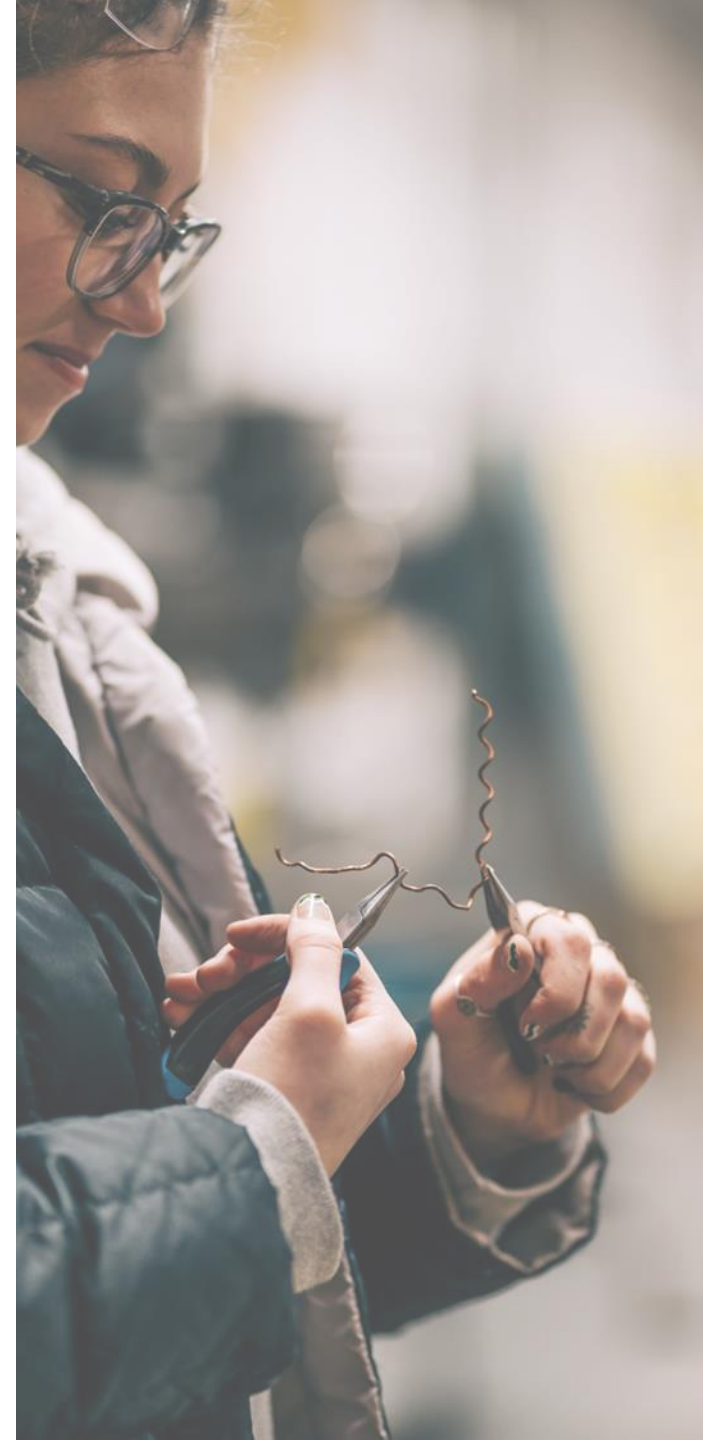
Several **High Performing Jurisdictions** meet regularly to discuss student achievement including PISA results

BC has been participating in these conversations

SANICH SCHOOLS

SOME CURRENT CONVERSATION THEMES

- PISA ASSESSMENTS need to consider additional metrics
- MAKING MEANING is also important – not just problem solving and decision making
- COMPETENCY DEVELOPMENT does not replace foundational skills (literacy, numeracy, science) but rather builds upon them and supports them
- The quality of RELATIONSHIPS (*“Social Soil”*) is critical for student success
- LEARNING ENVIRONMENTS are not just physical spaces, but also social, emotional, virtual and aesthetic spaces
- ARTIFICIAL INTELLIGENCE is having an impact on education, however, and how we carefully embrace its potential is well underway



PISA



Can PISA provide us with useful information?

What can we learn from each other?

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WHAT CAN WE TAKE FROM PISA?

- PISA can offer a comparison window into conversations about how we can be better
- PISA is satellite (*high level*) data. It can show overall trends, but not really tell us anything locally.
- Education is complex and shouldn't be analyzed by single standardized assessments.
- PISA is often politicized – governments and others 'spin' the data to reflect their story.
- If you want to tell a particular story about Education, you can likely find a PISA chart or graph to support your story



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Programme for International Student Assessment

The OECD logo features a globe icon to the left of the text 'OECD' in a bold, sans-serif font. Below the text is the tagline 'BETTER POLICIES FOR BETTER LIVES' in a smaller font.

Dave Eberwein, Superintendent

February 14, 2024

The Saanich Schools logo features the word 'SAANICH' in a large, blue, sans-serif font. Below it, the word 'SCHOOLS' is written in a smaller, blue, sans-serif font. To the left of the text is a stylized graphic of a mountain range with green peaks and blue waves.