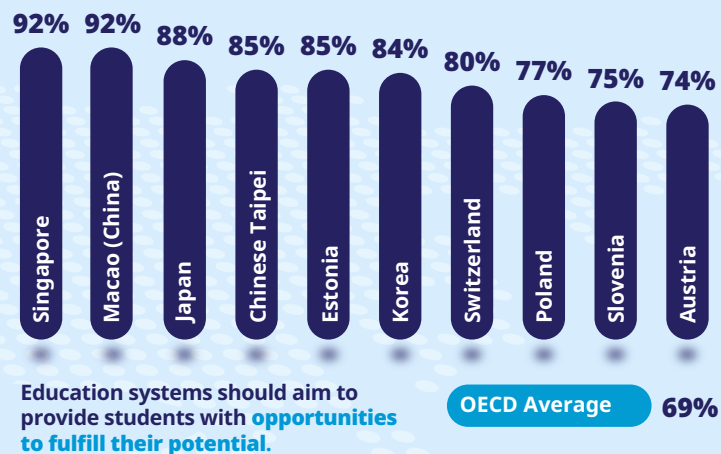




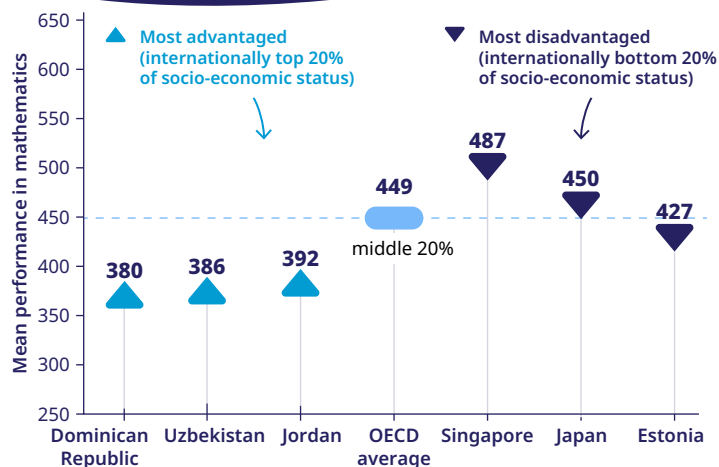
PISA 2022 Results

Percent of students at or above basic mathematics proficiency

Reaching the baseline is only the starting point...

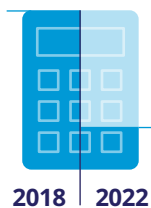


The most disadvantaged students in some education systems outperform the most advantaged students in others



Performance across the OECD saw a record drop

Mathematics



2018 | 2022

3/4
of a year

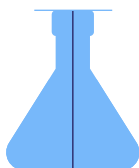
Reading



2018 | 2022

1/2
a year

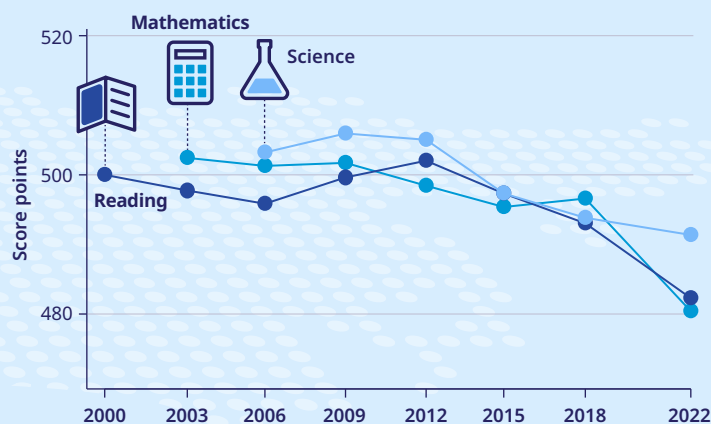
Science



2018 | 2022

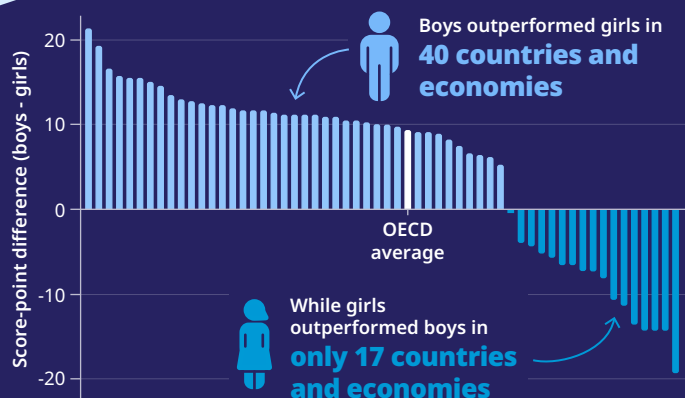
no significant change

Mathematics, reading and science performance declined significantly since PISA began

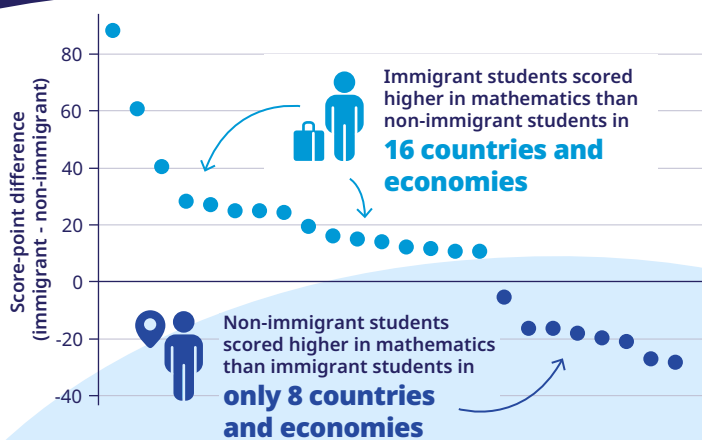


The results for mathematics remained statistically constant from 2003 to 2018.

On average across the OECD boys outperformed girls in mathematics by 9 points



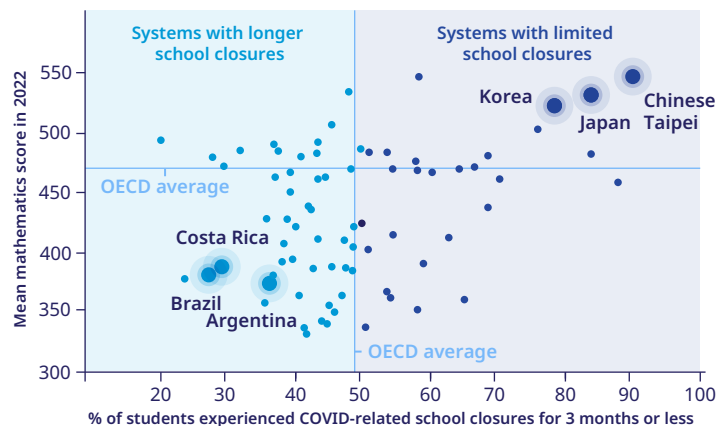
There is no significant performance difference between immigrant and non-immigrant students



...after accounting for socio-economic status and home language.



High performing education systems spared more students from longer school closures



But there was no clear difference in performance trends between systems with longer school closures and those with limited school closures.



Students with accessible teachers during school closures scored higher in mathematics

They are also confident in self-directed learning



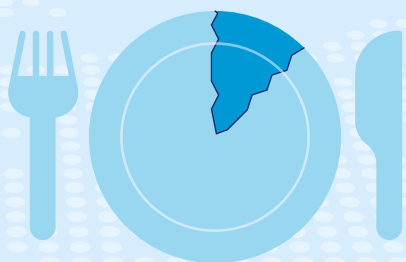
75% reported feeling confident about using digital learning platforms and finding learning resources



but only **60% felt confident** about motivating themselves to do schoolwork

On average across the OECD

On average, 8% of students in the OECD reported high rates of food insecurity



In some countries and economies this exceeded

19%

But in others rates were less than

3%

*On average, 1 in 10 students in the OECD reported not feeling safe at school

* in the four weeks before the assessment



11% said they saw a student carrying a gun or knife



17% said they witnessed a fight at school where someone was hurt



20% of students said their school was vandalised



Students who spent up to 1 hour per day on learning on digital devices at school outperformed those who didn't by 14 points*

* After accounting for socio-economic profiles

Some students report being distracted by using digital devices in mathematics classes, from:



54% in Argentina

to **5%** in Japan

Or they report distraction due to other students using digital devices, from:



46% in Argentina

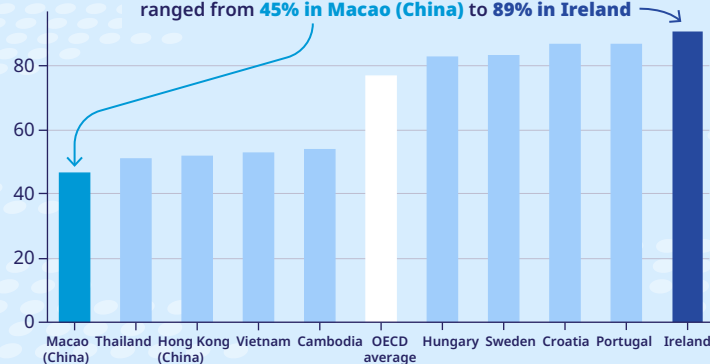
to **4%** in Japan

Enforced cell phone bans in class may help reduce distractions, but could stop students self-regulating their own use.



Education systems with more positive parental involvement trends saw stable or improved mathematics performance, particularly among disadvantaged students

The percentage of students whose family members ask what they do in school at least once or twice a week ranged from **45% in Macao (China)** to **89% in Ireland**



Higher-performing students say their family also regularly eats the main meal together or spends time just talking.