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**To cite this article:** Carme Garcia Yeste, Teresa Morlà-Folch, Garazi Lopez de Aguilera, Laura Natividad Sancho, Ane Lopez de Aguilera & Ariadna Munté-Pascual (2025) Achieving the same educational opportunities for all: overcoming hoax interpretations of the PISA results, *International Journal of Adolescence and Youth*, 30:1, 2459330, DOI: [10.1080/02673843.2025.2459330](https://doi.org/10.1080/02673843.2025.2459330)

**To link to this article:** <https://doi.org/10.1080/02673843.2025.2459330>



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Published online: 28 Jan 2025.



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# Achieving the same educational opportunities for all: overcoming hoax interpretations of the PISA results

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## ABSTRACT

Despite discourses in the media and by some 'experts' that claim that students' socioeconomic and migration status determine academic achievement, research has already shown that these are only correlations and that what determines academic achievement are the actions implemented in a school. Research has provided evidence of Successful Educational Actions (SEA) that have achieved excellent results among all students in very diverse contexts. This study delves into the absenteeism and academic performance of a primary and secondary school located in a marginalized neighbourhood in Spain that has been implementing SEA. Researchers have gathered data on the results of basic competencies in sixth grade in primary education and the evolution of absenteeism between the 2021–2022 and 2022–2023 school years. Results show that a school with a majority of students with a disadvantaged socio-economic profile improves its results by applying SEA and demonstrating how to overcome school failure.

## ARTICLE HISTORY


Received 16 August 2024  
Accepted 21 January 2025

## KEYWORDS

Educational opportunities;  
PISA; basic competencies;  
disadvantaged socio-  
economic profile; successful  
educational actions

## Introduction

Our societies, with their increasingly urgent, changing and complex challenges, demand more than ever on scientific research that provides the keys, in dialogue with society as a whole, to overcome these situations. Data such as those from the Programme for International Student Assessment (PISA) measure the knowledge of a given subject studied at school (Araújo et al., 2017), which can be interpreted in different ways, especially by politicians and the media who seek to persuade others (Grey & Morris, 2018). There are some interpretations of studies, such as the PISA results, that affirm school poverty and a high proportion of immigrants correlate with school failure. This correlation is presented for example in terms of test scores, absenteeism rates, low parental involvement, high violence in the school context or low completion rates. However, the shallowness of the analysis and the hidden malinger causes recurrent discourses to emerge and to justify the results by seeking a non-existent causality (Aiello-Cabrera et al., 2024; Macías & Redondo, 2012). In that line, whenever results of international tests are published, as is the case of PISA compiled by the OECD, this type of social reproduction theory of education emerge. In the Spanish case, certain sectors have justified the poor performance by blaming the pandemic (Editorial El País, 2023). Despite being a global pandemic, not all countries have seen negative impacts. Another commonly used argument has

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been to blame school failure on more disadvantaged socio-economic students', their families' lack of academic degrees, or schools' high rates of immigrant students. In Spain, for instance, the decrease in 2023's results as compared to previous years has sparked traditional and social media publications with statements such as 'The Generalitat [Catalan government] blames immigration for the bad results of the PISA report'. (Oteo, 2023) Or from the point of view of success, Finland's small proportion of immigrant population, i.e. being a culturally homogenous country, is justified as one of the reasons for the success of the PISA results (Andrews, 2014). However, the ethnocentric discourses that reproduce inequalities have been introduced previously. In 1966, an extensive study that explored whether and how schools influenced academic performance was published in the US. This report has been referred to as the Coleman report, cited 24,784 times in Google Scholar, and for example, in 2023, it still got 742 Google Scholar citations. In this report, the authors point out that schools have little influence over students' academic performance, whereas families' academic and socioeconomic status have a more significant influence. (Coleman, 1966). Or on the contrary, Finland's small proportion of immigrant population, i.e. being a culturally homogenous country, is justified as one of the reasons for the success of the PISA results (Andrews, 2014). However, the ethnocentric discourses that reproduce inequalities are not new, they have been introduced previously. In 1966, an extensive study that explored whether and how schools influenced academic performance was published in the US. This report has been referred to as the Coleman report, cited 24,784 times in Google Scholar, and for example, in 2023, it still got 742 Google Scholar citations. In this report, the authors point out that schools have little influence over students' academic performance, whereas families' academic and socioeconomic status have a more significant influence:

Taking all these results together, one implication stands out above all: That schools bring little influence to bear on a child's achievement that is independent of his background and general social context; and that this very lack of an independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. For equality of educational opportunity through the schools must imply a strong effect of schools that is independent of the child's immediate social environment, and that strong independent effect is not present in American schools (National Center for Educational Statistics, 1966, p. 335).

Other authors such as David Ausubel or Pierre Bourdieu have written books along similar lines, with conclusions such as that schools can only reproduce inequalities, or that students' previous knowledge is the strongest predictor of their academic success (Ausubel, 1968; Bourdieu & Passeron, 1979). These and similar authors' works have been used to justify reduced school resources, within-school segregation, or low expectations, causing negative consequences for all students (Campdepadrós-Cullell et al., 2020).

Even the Coleman report finds that teacher quality does have some effect on students' performance, although this finding is also often misinterpreted in studies such as those of PISA. Moreover, the school characteristics that have the greatest impact on students' performance and learning are the actions implemented in schools. Nonetheless, the errors in the interpretation of the data and in the confusion between correlation and causality are not fortuitous, but they can serve to prop up racism and xenophobia by making educational policies without scientific evidence. At the same time, evidence has been dismantling their conclusions and proving those claims to be hoaxes, i.e. without scientific evidence, presented as legitimate but with the purpose of confusing and persuading the population. For instance, scholars from several renowned US institutions published the Black Response soon after the Coleman report was published, highlighting the methodological and statistical errors the report contained (Edmonds et al., 1973).

Numerous studies have underscored the harmful consequences of implementing educational interventions that lack scientific evidence (Dekker et al., 2012) or excluding the involved groups from initiatives designed to tackle these issues (Torras-Gómez et al., 2021). Scientific dialogue and knowledge creation are increasingly based on co-creation (Villarejo-Carballedo et al., 2024). To this end, it is a priority to promote cooperation between schools and science (European Commission, 2022). Research has shown that schools that rigorously implement educational actions based on scientific

evidence of social impact and engage the whole educational community in an egalitarian dialogue improve their results, regardless of the socioeconomic, academic, or cultural background of the students (Girbés-Peco et al., 2019; NESSE, 2008; Renta et al., 2019).

Such actions, known by the international scientific community as Successful Educational Actions (SEA), have achieved extraordinary results in different aspects of learning and development in various contexts and countries (Morlà-Folch et al., 2022). Schools as Learning Communities are schools that implement Successful Educational Actions (SEA), based on the dialogic conception of learning. This author exposes that learners reach deep understandings of subject knowledge and engage in processes of personal and social transformation through interactions that are based on seven principles: (1) egalitarian dialogue: all people are equal and everyone can see it, (2) cultural intelligence; (3) instrumental dimension: enhances the knowledge and basic competences; (4) transformation: involves a process of transformation, involvement in this type of learning influence in their social context; (5) solidarity; (6) act as sources of creation of meaning and (7) promote equality of differences. Schools as Learning Communities follow dialogic learning principles in all actions.

The INCLUD-ED project (FP6, 2006–2011), which focused on strategies for inclusion and social cohesion through education in Europe, made significant contributions towards achieving these goals (European Commission, 2011), achieving widespread scientific, policy and social impacts. Through its research, INCLUD-ED identified seven Successful Educational Actions (SEA) (See Table 1) and subsequent research projects (as an example: REVERS-ED, Horizon Europe. Grant

**Table 1.** Successful educational actions (SEA) identified by INCLUD-ED.

SEA	Specification of the SEA	Studies showing the impact of this SEA
<b>Educational Participation of the Community</b>	This strategy emphasizes the involvement of families and community members in all the educational process, encouraging family and community members to engage in decision-making, evaluation, and learning activities.	Soler et al. (2019), Diez et al. (2011)
<b>Interactive Groups</b>	This action consist in organizing classrooms into small and diverse groups of students. The teacher facilitates the classroom activities and provides support to the groups as needed, and with the support of a facilitator, students interact to complete the activities together.	Santiago-Garabieta et al. (2023), Zubiri-Esnaola et al. (2020)
<b>Dialogic Literary Gatherings</b>	Before the gathering, participants read the agreed-upon text, always a book among the best universal literature. During the session, participants engage in dialogue, exchanging ideas, feelings and reflections. This process encourages deeper exploration of fundamental human issues and promotes collective knowledge-building.	Ruiz-Eugenio et al. (2023), Roca et al. (2020)
<b>Dialogic Model of Prevention and Conflict Resolution</b>	This model creates spaces for dialogue among different school community groups to establish shared norms for coexistence. It focuses on prevention and “zero tolerance for violence.” Actions under this model aim to socialize children and young people into non-violent behaviors, promoting attraction towards egalitarian ones.	Rios-Gonzalez et al. (2019), Villarejo-Carballido et al. (2019).
<b>Family Education</b>	This initiative provides training sessions for parents and community members within the school environment. These sessions are organized and managed by the community, with participants deciding what type of training they need (such as literacy, English language, or driving license, among others).	Ocampo-Castillo et al. (2023) García Yeste et al. (2018)
<b>Extension of Learning Time</b>	This action offers extra time for learning activities outside the school schedule, accelerating educational progress. Managed by volunteers, this approach also increases the diversity of interactions between students and people beyond their usual teachers	Morlà-Folch et al. (2020), Gairal et al. (2019)
<b>Dialogic Pedagogical Training</b>	This training action is designed for teachers focusing on the latest theoretical and scientific insights in pedagogy and education. It aims to foster continuous professional development to providing high-quality education to all children.	Roca-Campos et al. (2021), Rodriguez et al. (2020)

Agreement Number 101,132,470, 2024–2027) have continued to show the impact and scalability of SEA (Vieites Casado et al., 2021).

As an example, Ruiz-Eugenio et al. (2023) show that among other social impacts, DLG has been demonstrated to promote vocabulary, language, and communication skills, increasing literacy and reading comprehension, as well as writing skills, even among adults with low literacy levels (Ocampo-Castillo et al., 2023) or children with special needs (Molina Roldán et al., 2021); improving results in national standardized tests; or fostering the inclusion of all students. Even during the COVID-19 pandemic, although some discourses have also attributed the worsening of PISA results to it, studies show that schools managed to transfer high-quality interactions and the motivation to continue reading to their students' homes through implementing DLG online (Roca et al., 2020).

SEA are transferable and universally (Flecha, 2015). SEA have been found around the world (SALEACOM, H2020; Morlà-Folch et al., 2022), from schools with over 90% immigrant students and located in marginalized neighbourhoods, to others with mostly students of middle- to high-socioeconomic status. The transferability of SEA and successful results achieved in such diverse contexts serve as evidence of their positive influence on students' learning and academic performance (Flecha & Soler, 2013; Rodríguez-Oramas et al., 2021; Santiago-Garabieta et al., 2023). Most of the studies mentioned above show the impact of SEA on specific aspects of learning and development, using qualitative evidence in most cases. This article presents quantitative data to complement the above results and advance scientific knowledge by showing more evidence concerning standardized testing and attendance monitoring in one school implementing SEA. In summary, this study presents a particular case of how SEA have overcome school failure in one particular school, as well as how they overcome deterministic interpretations of standardized tests such as the PISA tests.

## Methodology

This research focuses on a school in a vulnerable area of Spain. The school has historically grappled with high rates of immigration and poverty. The situation in the area is very severe, as shown by the data we will provide to show this vulnerability. It was located in a high-poverty area, reaching approximately 50% inhabitants at risk of extreme poverty. Specifically, 76.5% of the inhabitants are of Spanish nationality, followed by Morocco with 13.6%. The following nationalities are much less represented; in third place, there are Nigeria and , with just over 1%. Currently, the school this paper is about comprises 65% Roma students, 25% first- or second-generation immigrant pupils from Morocco and other nationalities (10%).

The school had a history of poor results and absenteeism; it was known as 'the school that no one in the area wanted to go to.' Faced with this situation, the school principal and her team decided to change its dynamics and propose to the community the school's transformation into a Learning Community. The school has been implementing successful educational actions for more than 10 years. After the awareness-raising phase of the whole community in 2012 and 2013, the dream phase took place, where all the actors involved dreamt about what school they wanted to build. Since then, all the SEAs have been implemented.

## Data collection and analysis

This research utilized secondary documentary analysis to investigate a school's transformation comprehensively. The data involved school documents, reviewing students' marks across various courses to assess academic performance (official test), and absenteeism data. The data presented in this article focus on quantitative data obtained from standardized tests conducted by the Generalitat de Catalunya [Catalan government]. International organizations like the OECD and the International Association for the Evaluation of Educational Achievement have their standardized learning assessment programmes: PISA (2000) and TIMMS (1995). The data from this school is compared with public PISA data for the year

2023. The tests use a stratified sample of 15-year-olds tested in three learning domains (mathematics, reading, and science) and are administered every 3 years. In this case, the standardized tests are taken in the last year of primary school (12 years) and the last year of compulsory education (16 years).

Similarly, in Catalonia (Spain), linguistic, mathematical, and socio-scientific skills are also assessed through the Basic Competences tests that follow a logic similar to PISA and TIMMS. These tests have one thing in common: they combine test-type questions with open-ended questions based on interdisciplinary and competence statements, which refer to situations and problems close to the student's daily lives. It is, therefore, not a matter of directly assessing knowledge but rather the students' ability to put this knowledge and procedures about different situations to reason and find solutions. The collected data served as a foundation for understanding the school's context and obtaining evidence of how the school, despite the context, has overcome barriers and is achieving good educational results.

Specifically, two instruments were used in this research about the analysed school. On the one hand, the **school's report on absenteeism** data. Each teacher is in charge of registering the assistance in class, and the school management is in charge of processing the information and making the relevant reports and assessments. These results are presented to the whole community. On the other hand, **assessment in 6th grade in primary education**. The 2023 test assesses the following five competencies: (1) linguistic competence in the Catalan language, (2) linguistic competence in the Spanish language, (3) linguistic competence in a foreign language (English or French), (4) mathematical competence and (5) competence associated with the area of knowledge of the natural environment. Three key academic years have been selected from the school analysed:

- 2013–2014. After years of successive poor academic results and severe problems of coexistence, the school decided to apply the SEA and transform it into a Learning Community.
- 2020–2021. After the declaration of a health emergency due to COVID in March 2020, the next school year started with many uncertainties.
- 2022–2023. The most recent results and the year the PISA results were also published.

## Results

Following the data collection, the research findings are presented in two sections: first, the change in the school dynamic to overcome absenteeism; second, the impact of implementing SEA through academic achievements compared to general PISA results.

### *High expectations to overcome school drop-out*

Learning Communities involve all people who directly or indirectly influence the learning and development of students, including teachers, family, friends, volunteers, etc. The INCLUD-ed project identified the different types of family and community participation, which differ in the form and degree of family and community members' participation and involvement: (1) informative, (2) consultive, (3) decisive, (4) evaluative and (5) educative, the evidence revealed that the decisive, evaluative and educative types of participation contribute most to pupils' academic success (Flecha, 2015, p. 48). Therefore, the school in this study, starting from the dreams of the entire educational community established during the third phase of transformation into a learning community (dream phase), dreamed of the school it wanted; at this moment, the community already dreamed of educational quality and improved results. Through the dialogue of all community members and the application of SEA supported by scientific research, it has been demonstrated how the community regained its trust in the school and perceived the meaning of family participation. Before the transformation in the 2009–2010 academic year, community participation in the school was around 15%. In the first year that transformed into a school as a learning community, the growing

participation of the community in different activities was evident (more than 80%), and their participation has been constant over the years, except during COVID.

Numerous studies have thoroughly examined the connection between family engagement and student success, revealing that its impact varies depending on the nature of involvement, academic upbringing, and parental perspectives on education (Kim, 2020; Tan et al., 2020; Wilder, 2014). Likewise, various research efforts consistently validate the link between parental educational aspirations and academic performance (Roksa & Kinsley, 2019). Similarly, the PISA report specifies parental involvement in learning as a relevant factor in educational success, but this involvement is measured based on informative participation. That is, based on meetings between teachers and family members and considering who requests them. The PISA overall report shows a decrease in such involvement between 2018 and 2022 based on informative involvement, i.e. parents are informed about school activities, the functioning of the school, and the decisions taken. Specifically, in 2018, 54% of the parents discussed their child's progress with a teacher on their initiative and 75% on the teacher's initiative.

In contrast, in 2022, 46% of family members asked to meet with the teacher and 73% at the teacher's initiative, which shows a downward trend. In the case of the studied school, community participation tends to increase, reaching 80% (school year 2022–2023). However, it is essential to clarify that 80% of the school studies are measured based on educational participation. That is, family and community participation in learning activities both in family and community education and involvement in classrooms and other learning spaces for children.

In the 2022–2023 academic year, the school's reports expose the participation of family members as follows:

- **85% are in interactive groups, i.e.** the teacher prepares different tasks for the pupils, and they are divided into groups of 4-5 pupils. In each group, an activity is developed where the members of the community participate as volunteers by dynamizing an IG. The aim of the volunteer is to ensure that dialogue is established between participants and that they collaborate with each other.
- **80% are in family training.** Family members highlighted their needs in the *dream phase*, and currently, school language courses, school certificates, and driving licence preparation are done.
- **80% are in the mixed learning and coexistence committee**, which consists of representatives of the whole school community who work together to ensure coexistence and conflict resolution in the school.
- **85% participation in other activities:** pedagogical and musical gatherings, festivals, trips, etc.

Another critical point is that the data on school absenteeism also evince a decrease. In the initial situation (2009–2010), the school recorded 50% of the total absenteeism among its students; this absenteeism rate has clearly reduced to reach 16%. Below, [Table 2](#) details the data by school grade: early childhood education (ECEC), primary education, and secondary school, related to the 2021–2022 and 2022–2023 academic years; for the 2009–2010 school year, the school does not have detailed data by grade level.

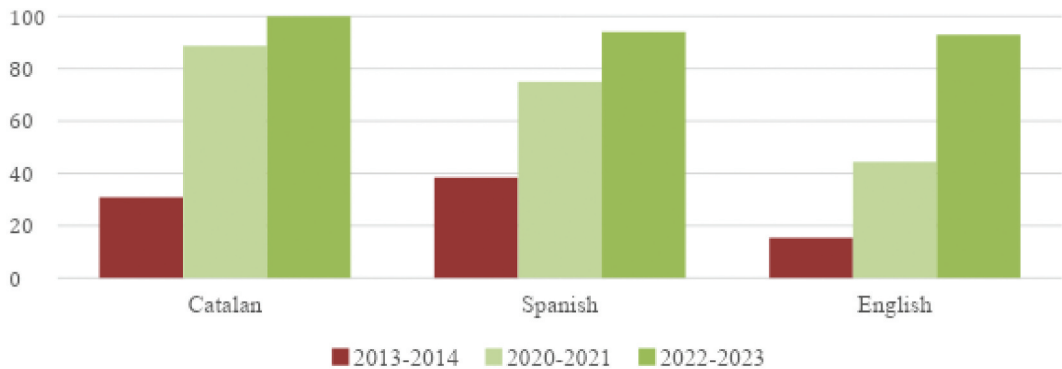
**Table 2.** School absenteeism data.

Educational cycle	2009–2010	2021–2022	2022–2023	Difference percentage
ECEC (3–5 years)		34,43%	22,14%	12,29
Primary education (6–12 years)		20,86%	12,40%	8,46
Secondary education (12–16 years)		36,51%	22,14%	14,37
Primary and secondary education		26,23%	14,15%	12,08
<b>Global results</b>	<b>50%</b>	<b>28,28%</b>	<b>16%</b>	<b>12,28</b>

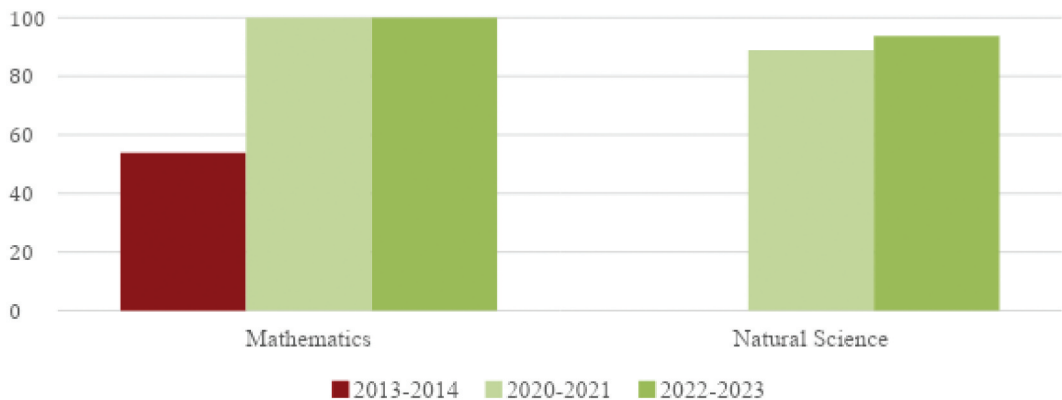
As the table shows, the overall percentage of absenteeism has decreased by 34%, going from 50% absenteeism in the 2009–2010 school year to 16% in 2022–2023. Breaking down the data in each educational cycle, the increase in participation in secondary education will stand out. The school consolidated its status as an institute school in 2017. From the data provided by the school, it is observed that participation in this grade level is increasing, and students participate more regularly. In short, the high educational expectations of the entire community and the constant dialogue between school and family have changed the school's perspective. Now, the community perceives that the school has a sense of significance for their daily life, which is reflected directly in increased family participation and decreased absenteeism. Greater involvement in schools has impacted educational outcomes; in the next section, we detail the educational success.

### ***Dialogic learning and solidarity as the basis for educational success***

The academic results show the impact of dialogic learning based on interactions, following its principles: (1) egalitarian dialogue, (2) equality of differences, (3) cultural intelligence and cultural environment, (4) transformation, (5) creation of meaning, (6) solidarity and (7) instrumental dimension. To demonstrate the improvement of the results in this school with the implementation of the SEA, the following two graphs show the results in language: Catalan, Spanish, and English (see [Figure 1](#)) and in mathematics and science (see [Figure 2](#)) in the tests of Basic Competences in primary education, specifically in the sixth year of primary education, 11–12 years old.



**Figure 1.** Language results in the sixth year of primary school.



**Figure 2.** Mathematics and science results in the sixth year of primary school.

In the case of language subjects, a significant improvement in all three cases can be seen, in the two co-official languages of the region of Catalonia (Catalan and Spanish) and in the foreign language (English). While in the 2013–2014 academic year, only 30.5% in Catalan, 38.5% in Spanish, and 15.4% in English passed the test, after implementing SEA for 10 years, we can see how these results have been reversed, highlighting the improvement in English. In this area, the improvement rate is 77.5%. In that case, in the 2013–2014 academic year, just over one-eighth of students passed the test, whereas in the 2022–2023 academic year, it was already the case for almost all students (92.9%).

In the standardized tests for the sixth year of primary school, there is also evidence of improvement in the subjects of mathematics and natural sciences. In the case of mathematics, there was a notable improvement in the 2013–2014 academic year compared to 2020–2021 and 2022–2023, where 100% of the students passed the mathematics exam. In the case of natural sciences, the school does not have data from the 2013–2014 academic year, but only with 1 year of differences between 2020–2021 and 2022–2023, where there was room for improvement since the course 2020–2021 88.8% of the students passed the natural sciences exam, and the following year it had already increased to 93.8%.

This improved performance in primary education has had an impact on their educational expectations and has encouraged students to continue on to secondary education. As previous studies have shown, early interactions in a dialogic context have a positive impact on students' curiosity and expectations to further their educational success (Flecha & Soler, 2013; Khalfaoui et al., 2020; Natividad Sancho et al., 2024). Engaging in dialogical exchanges within this context enhances learning and shapes their self-expectations (Mead, 1934) and students' academic identity (Diez-Palomar et al., 2020). In the school of this study, the improvement of academic expectations is clearly seen in their participation in and completion of secondary education. The following shows the decrease in the number of early school-leavers in the school (see Figure 3). In the academic year 2013–2014, the Learning Community project was consolidated. In graph 2, it can be seen how, 10 years after this transformation, the results have been reversed. Before the transformation, only 2% of the pupils who had completed primary education in the school finished compulsory secondary education. In contrast, in the 2021–2022 academic year, most pupils would complete the compulsory education stage. Graph 3 shows the progression of pupils' completion of compulsory education (up to the age of 16) in the analysed school.

There is a significant turning point in the transformation of these results. In the 2017–2018 school year, the first students in the sixth year of primary school could continue their secondary education with SEA in the analysed school. Along the same lines as in previous research (Flecha & Soler, 2013; Rodriguez-Oramas et al., 2021; Soler et al., 2019), this school also demonstrates that



Figure 3. Completion of compulsory education.

overcoming school failure has been linked to the improvement of coexistence. According to the data provided by the school, conflicts in 2009–2010 were 95%, whereas in the 2022–2023 school year, conflict decreased to 10%. Above all, serious conflicts have been reduced, and the school did not report physical aggression in the school year 2022–2023. The school applies the dialogic conflict prevention and resolution model and the Zero Violence Brave Club (Duque et al., 2021).

On the one hand, the dialogic approach to conflict prevention and resolution is a thriving strategy that engages the entire community (family members, teachers, students, and other community members). The whole community works to achieve the school policy and is responsible for promoting a safe environment. On the other hand, in the Zero Violence Brave Club, everyone is considered a brave person by committing to respect a norm against violence, behaving accordingly, and supporting peers who are victims of violence. By becoming a Learning Community, they also value brave students and upstanders who prevent or act in front of conflict. According to school data, in 2022–2023, 90% of the students have had brave attitudes/upstanders.

## Discussion and conclusion

The PISA report on Spain details that immigrant students in Spain tend to have a more disadvantaged socio-economic profile than non-immigrant students (OECD, 2023). Specifically, 25% of all students are considered to be socioeconomically disadvantaged. The PISA results argue that there is a significant difference according to the socio-economic profile of the students in the different analysed areas: mathematics, reading, and science. However, the case presented in this article shows how the results are favourable despite being a school with a highly disadvantaged socio-economic profile of its pupils. It should be pointed out that the results can be compared based on the data provided by the school; it is not possible to compare it with the whole region, country, or with schools with the same characteristics as the Catalan Government, which is responsible for conducting these exams, does not make the result public. Nevertheless, the school on which this study is based demonstrates that the socio-economic profile is not a determining factor as previous reports justified (e.g. National Center for Educational Statistics, 1966), but that the school can transform difficulties through the application of SEA and the application of scientific evidence with a social impact even in times of health crisis as in the COVID.

The questioning of PISA interpretations by both politicians and the media has already been addressed in previous research. For example, regarding England, Grey and Morris (2018) pointed out a high degree of inconsistency between the OECD's interpretations of PISA data and those of politicians and the media. In this regard, our study also demonstrates how politicians in the Spanish context have used PISA results to make statements based on educational hoaxes. PISA has become one of the most influential forces in global education. This growing influence has been accompanied by increasing criticism of its underlying vision of education, its implementation, and its global interpretation and impact on education (Zhao, 2020). In this study, we do not focus on criticisms of PISA but rather on its possible result interpretations, appealing to the scientific accountability of its interpretations. For, as has been shown, the publication of PISA data is a dataset that can be contested, ambiguous, and subject to multiple interpretations by people with different motivations (Grey & Morris, 2018). However, scientists must present scientific evidence of the social impact of ensuring inclusive and equitable quality education, following Sustainable Development Goal 4. Overcoming the belief in the correlation between a more disadvantaged socio-economic profile and low outcomes allows for high expectations from conducting SEA (Flecha & Soler, 2013; Ocampo-Castillo et al., 2023; Torras-Gómez et al., 2021), which amply demonstrated the get over this deterministic argument. This study adds to the large body of evidence on the impact of SEA (Díez-Palomar et al., 2020; Rodríguez-Oramas et al., 2021; Ruiz-Eugenio et al., 2023; Zubiri-Esnaola et al., 2020). In this case, evidence is provided of quantitative results of standardized tests and reports of schools, which show how the application of dialogic learning and SEA in all grades has improved educational outcomes and has overcome school dropout.

Therefore, in order to improve educational outcomes, it is important to transfer those actions that have demonstrated social impact, such as: promoting collaborative interactions and inclusiveness among diverse learners through DLG or IG (Ruiz-Eugenio et al., 2023; Zubiri-Esnaola et al., 2020). However, these actions with students must be accompanied by the educational participation of the community. The PISA report concludes that systems with more positive parental involvement trends tend to show more stable or improved performance in mathematics (OECD, 2023). However, as has been demonstrated, PISA assesses it based on informative participation (number of meetings and the one who requests the meeting); in the case of this school, it is analysed based on the educational involvement of the community, which justifies the impact of the results. The change in school dynamics since 2010 has also been marked by a reduction in conflict through the dialogic model of conflict prevention and resolution to create a safe place where everyone can enjoy well-being and excel in human development. The results of this study show that dialogic learning had a positive impact on the attitudinal aspects of the students as well as on coexistence in the school context, which is in line with previous research (Flecha et al., 2023; Rodriguez-Oramas et al., 2021). Furthermore, considering the quality of the teaching staff, a highly trained faculty is possible with Teachers' Dialogic Training, in which pre-service and in-service teachers are trained on scientific evidence, and this has also shown that many teachers transfer the evidence they have learnt to their schools, positively impacting their students (Roca-Campos et al., 2021; Rodriguez et al., 2020).

This case study adds to previous research demonstrating that Learning Communities with the implementation of SEA have shown that the constant egalitarian dialogue identified between different actors, such as the educational community and local political actors, influenced multiple directions and took place in both formal and informal spaces (Vieites Casado et al., 2021). In this case, for more than 10 years, the educational community, the scientific community and policy-makers have been in constant dialogue to recreate together the SEA, which present these exceptional data that overcome the barriers of the most vulnerable groups. Previous scientific literature on Learning Communities shows that this is not an isolated case and that their transfer and impact are global, as shown in the more than 15.000 schools that implement SEA worldwide. The social impacts in this worldwide context show that, despite SEA being implemented in very different contexts with students of very different backgrounds and characteristics, all schools that implement them rigorously achieve similar successful results (Ruiz-Eugenio et al., 2023). Araújo et al. (2017) in their research emphasize that the participation of countries in large-scale assessments cannot alter policy-makers' perspectives on schools, teachers, and students solely on the basis of statistical data as if it were a neutral exercise. In fact, the transfer of SEA has always been carried out through co-creation and dialogue among all stakeholders. Therefore, the educational policy-makers involved in the transfer of SEAs do not rely solely on statistical results; instead, the key to their policies lies in constant dialogue.

Research, such as this, is important to debunk certain interpretations of PISA results that serve to justify policies based on hoaxes. Overall, this study contributes to overcoming the hoax that the academic status of students is to blame for the poor academic performance of many schools and shows how SEA can help to break down barriers and give opportunities for success to all students by implementing actions that are widely supported by evidence of social impact.

## Acknowledgments

The authors of this article would like to thank the school's management team for their close collaboration in this research.

This article draws on the knowledge created by the coordinator team of the Horizon Europe project *REVERS-ED. Trends on educational inequalities over time and successful interventions that contribute to reverse them*. This project was selected and funded by the European Commission under the Grant Agreement N. 101132470.

## Disclosure statement

No potential conflict of interest was reported by the author(s).

## Funding

This research is part of the ROM21 project, under the grant number PID2020-117098RAI00 funded by the MCIN/ AEI/ 10.13039/501100011033 [Ministry of Science and Innovation, State Research Agency, Spain]. This project also funded the APC.

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## Data availability statement

The data that support the findings of this study are available from the corresponding author, AMP, upon reasonable request.

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